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ABSTRACT

The questions to be answered regarding the relative success of the project were: 1) Do students perceive a difference between the new curriculum and the traditional; 2) Has the program changed the attitudes of students toward the school in general, and social studies in particular; 3) Have teacher attitudes been changed regarding student abilities, classroom procedures, the subject matter, and teaching methods; and, 4) Has the program effected changes in: a) classroom procedures: student activities, research, small group work, and independent study; b) the subject matter; and, c) teacher-pupil and pupil-pupil relationships. The universe consisted of all classes, grades 6 through 9, participating in the new social studies program. Stratified sampling of this group and a matched control group in another urban district were used. Three sets of original instruments, two sets of classroom observation schedules, and three observers were used. Results indicated that the attitudes of the teachers and students in the experimental groups were significantly more positive with respect to the questions above. However, teachers felt that they needed a wider spectrum of materials, more training, and more staff assistance. Tabulated data and analyses are included. See SO 000 643, SO 000 693 and SO 000 695 for additional Project information. (VLW)

Attachment # 3

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EVALUATION
PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

October, 1969

PROGRESS FOR PROVIDENCE, INC.

Research and Evaluation Department

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INTRODUCTION

This study attempts to measure some of the elements which contribute to the relative success or lack of success in reaching the program goals of the Providence Social Studies Curriculum Project.

The goals of the program are reflected in the title of its in-service component: "Bridging the Gap", the "gap" in this instance being the difference between both the traditional curriculum organization pattern and an interdisciplinary pattern, and an approach to the learning situation in the social studies which is designed to increase the scope of the child's experiences and involvement. The objectives of the three-year study, and the aims of the total social studies program of the Providence Social Studies Curriculum Project as cited in the study were used as the bases for extracting more specific goals of the program which might be described as follows: 1) Small group work within classes; 2) Individual research and library work by the student; 3) Cross-cultural studies; 4) Relevance of the subject matter of the curriculum to the real life of the student; 5) An interdisciplinary approach which points out various facets of a problem; 6) The wide use of a spectrum of materials and resources; and 7) The elimination of a single educational methodology as the only approach to learning. In sum, the program aims at creating new organizational patterns for the social studies program, and utilizing new types of materials and teaching methods which will foster the types of teacher-pupil relationships which are most conducive to an optimum learning environment for the child.

The goals of the study itself are more or less structured by the goals of the program, and may be summarized as follows: 1) Do students perceive a difference between the new curriculum and the traditional; 2) Has the program changed the attitudes of students toward the school in general, and the social studies program in particular; 3) Have teacher attitudes been changed regarding a) Student abilities, b) Classroom procedures, c) The subject matter of the social studies, and d) Methods used in teaching social studies;

and 4) Has the program effected changes in classroom procedures in the areas of a) Student activities such as research, group work, relationships among students, and independence in working, b) Approach to subject matter such as elimination of text and the use of different approaches, and c) Teacher-pupil relationships in general.

To be sure, both the project goals and the study goals might be defined differently from the above manner, but the given definitions will serve to structure the body of the research. After the presentation of the study design, the various research elements and instruments, and the analyses of the collected data, a final section of summary, conclusions, and recommendations will serve further to establish the relationship between the study and the original program goals.

THE STUDY DESIGN

The universe of this study consisted of all classes in grades 6 through 9 which are participating in the new social studies program in the Providence public schools. The sample was stratified by the number of classes in each grade, and the within grade sample was drawn using the Rand Corporation Table of 1,000,000 random numbers. This final sample yielded 25 classes with about 650 students in the Providence public schools. The lower grade limit of the sample was determined on the basis of the ability of students to handle the research instruments in a meaningful manner during the pre-testing procedure of the study. The upper grade limit was a function of the fact that all students above grade 9 had not been exposed to the new social studies curriculum.

In addition to the above experimental group of the study, a control group was established using the same sampling procedure as above. The control group consisted of matched social studies classes from an urban school system outside of Providence which had not been exposed to the new social studies curriculum. This control group consisted of 9 classes with about 200 students.

Three sets of instruments were used in the study, each of which was developed by the study staff. The first set was designed to obtain data on pupil reactions to the social studies curriculum project, and consisted of an attitude measurement instrument of 44 questions, and a series of associative concepts called a semantic differential. These instruments are presented in the Appendix pages i - iv. The second set served to measure teacher attitudes and evaluations of the social studies curriculum, and consisted of a structured attitude questionnaire and a relatively open-ended schedule designed to obtain teacher opinions of the success or failure of the project and some of the reasons behind the teacher's opinions. These are in the appendix, pages viii. - x. and xi. - xii. respectively. Finally, two classroom observation schedules were developed to structure the analysis of classroom environment and activity. This is on pages xvii. - xx. of the appendix.

All tests were administered by the study staff in the presence of the classroom teacher. Classroom observations were made by three independent observers, studying the class at the same time. These classroom observations were then correlated with each other and related to other elements of the evaluation.

Teachers whose classes fell within the study sample were identified to provide relationships among the study variables. Further, for all students in the experimental group an I.Q. score and a reading level score were obtained and matched with the student.

SECTION I

STUDENT QUESTIONNAIRE

Students in the sixth, seventh, eighth and ninth grade were asked to fill out questionnaires which were designed to give some measure of the attitudes of the students concerning their school in general, their teachers, their self-image, and their social studies class in particular.

The survey instruments were presented in two sets; the first set was a modified form of the semantic differential, and the second set consisted of 44 questions which were intended to elicit responses in the desired areas.

The semantic differential is a semi-projective set of opposing word-pairs which might help to indicate the basic attitude of the student to the school system in general and his social studies class as well. The hypothesis here was that the fundamental attitude set of the student would influence his perceptions of the various components of the educational system. However, this instrument was only partially successful; details of its use are presented in the sections which follow.

The chief instrument used in this section was the larger questionnaire given on pages i and ii of the Appendix in this report. Several different manipulations of the question responses were used; chief among these was the establishing of several scales, or sets of related questions. The relationship among these questions was established by a combination of expert opinion defining the questions which would most likely be related to each other in a specific attitude set and both factor analysis and discrimination indices. The factor analysis was designed to show the internal consistency of the groupings; in the discrimination indices, student responses were compared with teachers' ratings of student attitudes. The reliability and validity of the scales taxonomy are discussed in the following sections.

Eight scales were finally derived from the student questionnaire, and are somewhat arbitrarily labeled as follows:

Scale 1: Interest and participation in classroom activities.
Scale 2: Interest in social studies carried beyond classroom.
Scale 3: Preference for social studies class over other classes.
Scale 4: Preference for classroom freedom.
Scale 5: Perception of teacher-student relationship.
Scale 6: Perception of parent-child relationship.
Scale 7: Success in school work; definition of student role.
Scale 8: Summary measure.

The actual questions used to compile each scale are given in the Appendix, pages v - vii. It will be noted that several of the questions were dropped from the student questionnaire because they were non-discriminating, unreliable, or both.

The validity of the student responses to the questionnaire and the reliability of the scales were studied by asking pupils in three of the sampled classrooms to re-complete the questionnaire. They did this approximately two weeks after they had originally completed the questionnaire. This test-retest sample numbered 46. Reliability coefficients for each of the eight scales are listed in Table 1.1 . The closer the coefficient approaches 1.0, the greater is the consistency between the two tests of each of the students.

Table 1.1 Student Questionnaire Reliability Coefficients

Scale	1	2	3	4	5	6	7	Summary
Coefficient	0.679	0.646	0.712	-0.056	0.719	0.702	0.194	0.733

The reliability coefficients for scales 4 and 7 are so small that these scales were discarded. The remaining six coefficients are large enough to be considered of acceptable size in educational research. Therefore, the only scales considered in the study are 1, 2, 3, 5, 6, and 8, the last being the summary scale.

The validity of the resulting student attitude scales was assessed by making a comparison of students' attitudes as revealed by teachers' ratings and the students' responses. Several teachers of those classes used in the sample were asked to order the students in their classroom in terms of attitude toward social studies class. The students comprising the top third and the bottom third of the resulting scales were assigned to separate groups. The top group will be called the positive attitude group and the lower group becomes the negative attitude group. The mean response scores were then compared under each scale for these two rough groupings. The results appear in Table 1.2 below:

Table 1.2 Student Questionnaire Validity Comparison

Attitude Group	N	SCALE I		SCALE II		SCALE III		SCALE V		SCALE VI		SCALE VIII	
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
Positive	28	14.57	1.23	11.04	1.53	4.82	0.94	8.54	1.67	9.50	1.04	38.75	2.25
Negative	27	13.07	1.27	9.96	1.56	4.00	0.88	7.59	1.45	8.85	1.26	37.15	2.73

Under every scale the positive attitude group has higher, or more positive response scores than the negative attitude group. Each of the comparisons is statistically significant. Therefore, there appears to be agreement between the scales established through the questionnaire and the ratings of teachers who have had the chance to observe student attitude daily. Due to the relatively unspecific, subjective nature of the validity criterion, evidence for the validity of the attitude scales is not particularly strong in the above comparison.

The general ratings the teachers gave of their pupils cannot directly prove the validity of the specific scales as means of determining attitude. However, the responses of the students are consistent with the teachers' ratings across the scales indicating that the scales can serve as a useful group measure of attitude.

In Table 1.4 is found the summary statistics for student attitude in the Providence classrooms as determined by the questionnaire shown in the Appendix, pages i and ii. Each sampled classroom in Providence is indicated by grade and class. Mean I.Q. scores for each class are listed in the first column for the purpose of a rough comparison between attitude and measured intelligence of a class as a whole. The possible range of the students' responses differs under each scale. The closer the class's numerical response approaches the highest possible score, the more positive is the attitude of that class. The lower the response score, the closer it approaches the possible minimum, the more negative the class attitude under that particular scale. The possible and actual range of the students' responses to each scale are listed in Table 1.3.

Table 1.3 Possible and Actual Range of Student Responses Under Six Scales

Scales	Possible Range		Actual Range	
	Minimum	Maximum	Minimum	Maximum
I	9.00	18.00	11.00	17.00
II	7.00	14.00	7.00	14.00
III	3.00	6.00	3.00	6.00
V	5.00	10.00	5.00	10.00
VI	5.00	10.00	5.00	10.00
VIII	25.00	50.00	31.00	43.00

Table 1.5 gives the same statistics for the control group without the I.Q. scores.

TABLE 1.4 Student I.Q. and Attitude Scale Summary Statistics. Providence

I. Q. AND SCALE MEANS WITH STANDARD DEVIATIONS

GRADE	CLASS	I. Q.			N	Scale One		Scale Two		Scale Three		Scale Five		Scale Six		Summary	
		N	$\overline{X}$	SD		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
6	26	21	116.0	12.2	22	14.68	1.70	10.55	1.77	4.77	0.97	7.18	3.78	9.32	1.73	38.77	3.2
6	30	27	99.2	16.5	29	14.17	1.69	10.45	1.30	4.34	1.08	7.83	2.46	7.86	2.46	37.62	2.1
6	31	24	111.6	15.6	26	14.81	1.47	11.00	1.52	5.08	0.98	8.85	1.46	8.96	1.78	39.12	3.
6	32	25	99.8	15.2	25	14.92	1.78	11.08	1.80	4.60	1.00	8.48	2.42	8.64	1.04	39.12	3.
ALL GR. 6		97	106.1		102	14.63		10.77		4.68		8.11		8.65		38.62	
7	13	20	90.9	10.6	27	13.07	2.64	9.78	1.55	3.89	0.85	8.04	2.26	8.37	0.48	35.59	0.
7	15	15	101.1	12.3	18	14.17	1.50	11.17	1.58	5.06	1.00	7.83	2.04	9.00	1.68	38.61	2.
7	20	24	96.1	16.2	25	13.72	0.34	10.52	1.48	4.24	0.13	8.00	2.50	8.52	2.47	37.20	3.
7	21	12	83.2	8.3	13	14.62	1.70	11.38	1.61	5.23	0.83	7.77	2.17	8.23	2.13	40.15	3.
7	23	23	98.7	10.8	23	14.87	1.42	11.04	1.52	4.91	1.04	8.83	1.37	9.00	1.21	39.61	3.
7	25	11	84.0	17.1	11	13.45	1.04	10.00	1.18	4.27	0.90	6.64	3.80	6.64	3.80	36.91	2.
ALL GR. 7		105	93.6		117	13.94		10.60		4.53		7.99		8.44		37.81	
8	12	32	111.1	11.3	34	13.79	1.84	9.79	1.63	4.24	0.89	8.26	3.00	8.47	2.86	37.38	3.
8	18	20	89.3	12.5	23	13.83	1.75	9.78	1.20	4.35	1.07	6.91	2.23	7.70	2.75	37.12	2.
8	19	12	86.9	12.1	15	13.60	0.99	1033	1.68	5.00	1.00	7.00	3.22	7.40	3.22	37.73	2.
8	24	25	103.4	7.2	26	14.23	1.45	10.88	1.45	5.19	0.80	8.15	2.27	8.46	1.75	39.12	2.
8	28	20	94.4	10.5	22	13.23	1.69	9.55	1.41	4.23	0.87	7.68	2.01	8.14	2.14	36.55	3.
ALL GR. 8		109	99.6		120	13.76		10.05		4.56		7.71		8.13		37.61	

(Continued) TABLE 1.4 Student I. Q. and Attitude Scale Summary Statistics. Providence

I. Q. AND SCALE MEANS WITH STANDARD DEVIATIONS

GRADE	CLASS	I. Q.			N	Scale One		Scale Two		Scale Three		Scale Five		Scale Six		Summary	
		N	$\overline{X}$	SD		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	S
9	14	22	100.4	11.2	22	13.55	1.87	8.55	0.91	3.59	0.85	7.91	2.02	8.18	2.11	34.68	3.
9	17	25	94.2	9.5	27	13.70	1.71	10.48	1.70	4.44	1.09	8.26	1.63	8.78	1.69	37.56	3.
9	22	20	88.6	10.9	20	13.85	1.35	9.55	1.50	4.40	0.88	7.60	1.57	8.05	1.23	37.05	2.
9	29	18	101.2	9.1	18	12.67	1.64	8.39	1.38	3.61	0.69	7.22	1.77	8.44	1.29	34.72	2.
9 *	33	--	--	--	20	13.75	1.62	9.90	1.89	4.20	0.95	8.55	1.73	9.05	1.19	37.25	2.
ALL GR. 9		85	96.0		107	13.53		9.45		4.07		7.94		8.51		36.34	

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* I.Q. Data missing for this classroom.

TABLE 1.5 Student Attitude Scale Summary Statistics. Control Group

GRADE	CLASS	N	Scale One		Scale Two		Scale Three		Scale Five		Scale Six		Summary	
			$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
SIX	01	22	14.50	1.77	10.91	1.60	4.23	1.07	7.59	2.71	7.41	2.75	39.14	2.73
SIX	02	23	14.83	1.80	11.09	1.68	4.87	1.06	8.70	1.99	8.96	1.94	39.52	3.22
ALL GRADE SIX		45	14.67		11.00		4.56		8.16		8.20		39.33	
SEVEN	03	50	13.92	1.74	9.58	1.75	4.12	1.04	9.08	1.10	9.46	1.84	37.08	3.11
		50	13.92		9.58		4.12		9.08		9.46		37.08	
EIGHT	05	14	14.64	1.55	11.93	1.73	4.86	1.09	8.86	0.95	9.29	0.99	40.50	3.63
EIGHT	07	28	13.32	2.34	8.82	1.39	3.64	0.78	8.50	1.40	8.82	1.25	35.54	3.54
ALL GRADE EIGHT		42	13.76		9.86		4.05		8.62		8.98		37.19	
NINE	06	9	14.89	1.83	9.89	0.78	4.56	0.72	9.44	0.88	9.11	1.27	38.56	2.07
NINE	07	47	13.09	1.82	9.23	1.83	4.04	0.88	8.53	1.54	8.79	1.10	36.72	3.06
ALL GRADE NINE		56	13.38		9.34		4.12		8.68		8.84		37.02	

Initial observation of the attitudes of Providence children would seem to indicate a general decrease in average attitude scores from the sixth grade to the eighth and ninth grades. It will be recalled that a higher score shows a more positive attitude toward the social studies program. The mean score for the sixth grade is 38.62 as against 37.61 for the eighth grade and 36.34 for the ninth grade. However, this difference in classes may be due not so much to the age of the students or to differences inherent in the progression from lower to higher grades, but rather in the relative measured intelligence among the classes. For example, both the mean attitude scores for grade six and the mean I.Q. for grade six are markedly higher than in the other grades. In fact, the sixth grade is the only grade in which the average I.Q. exceeds 100. Furthermore, as will appear in Table 1.6, a mild association exists between the attitude scale scores and the intelligence quotients of the students. Some further analysis of the relationships between class I.Q.'s, classroom ratings, and pupil attitudes will appear in a later section of this report.

There is no statistically significant difference between the mean scale scores of the Providence students and the students in the control group(Table 1.5) outside the Providence system. This lack of difference could be due to any of several factors, among which might be cited the crudeness of the scales which were unable to detect subtle differences between the two school systems, or possibly that the curriculum for the social sciences program in Providence was not evenly implemented throughout the system, and no measurable difference between the two systems may have existed at the time of this study. In any event, differences are more likely to be found among teachers and their individual classrooms than between the two school systems.

The student attitude means were compared by one way analysis of variance with the response of the four grade levels (grades six, seven, eight, nine)

considered under each scale. Table 1.6 gives the grade level means and the analysis of variance statistics. The several sample sizes are N=102 for grade six, N=117 for grade seven, N=12[illegible] for grade eight, and N=107 for grade nine. The degrees of freedom for each F are 3 and 347.
Every F-Statistic is statistically significant, although that for scale six only marginally. Most of the between grade level difference is due to the fact that the grade six means are much larger than the others.

Table 1.6 Comparison of Providence Student Attitude Scale Score averages by Grade Level

SCALE	Grade 6 $\overline{X}$	Grade 7 $\overline{X}$	Grade 8 $\overline{X}$	Grade 9 $\overline{X}$	Treatment Mean-Square	Error Mean Square	F	P
One	14.63	13.94	13.76	13.53	25.96	2.76	9.40	<.01
Two	10.77	10.60	10.05	9.45	54.42	2.34	23.26	<.01
Three	4.68	4.53	4.56	4.07	7.89	1.02	7.76	<.01
Five	8.11	7.99	7.71	7.94	8.24	1.47	5.59	<.01
Six	8.65	8.44	8.13	8.51	10.75	4.64	2.31	<.1
Summary	38.62	37.81	37.61	36.64	142.04	9.82	14.46	<.01

Table 1.7 shows the correlation among all the scales and the correlation of the scales with the I.Q. scores of the Providence students studied. The total number of students responding is 446 for the attitude scales, but because of missing I.Q. data, the number is as small as 296 for some entries in the table. The table shows that there is some positive relation among the scales, but the correlation statistics are small enough to indicate that it is useful to consider the scales individually.

Table 1.7 Correlation Matrix: Pupil Attitude Scale Scores and I.Q.

	Scale 1	Scale 2	Scale 3	Scale 5	Scale 6	Summary Scale	I. Q.	Mean
Scale 1	1.00							
Scale 2	0.45	1.00						
Scale 3	0.28	0.56	1.00					
Scale 5	0.32	0.16	0.20	1.00				
Scale 6	0.20	0.11	0.14	0.65	1.00			
Summary Scale	0.73	0.76	0.60	0.27	0.16	1.00		
I. Q.	0.17	0.03	0.10	0.10	0.18	0.11	1.00	101.43

The association between the intelligence of the students, as measured by I.Q., and their attitude, as measured by the students' responses to the questionnaire, is more strongly positive when the classrooms are considered separately. A strong positive correlation exists between student attitude and intelligence and classrooms rated most effective by the observers. This relation is discussed in detail in a later section. In a comparison of the Providence and control classrooms, since it is known that this association between attitude and intelligence exists, the appropriate method of comparison is a within grade-level covariance with the intelligence differences statistically controlled. Unfortunately, I Q. data were not available for the control children, so these comparisons could not be made between the two school systems.

A closer observation was made of two specific individual questions on the student questionnaire. Student perception and subsequent approval of the new curriculum was studied. Questions 20 and 25 of the student questionnaire (see Appendix, pages i and ii), were selected as the most appropriate measures of student perception. Question 20 proved awareness of difference in social studies classes and Question 25 measured preference for this difference. The responses to these questions were also correlated with the measured intelligence ratings of the student sample. An analysis of the numbers responding positively to question 20 indicates approximately 60% of the students were conscious of a difference between their social studies class and other classes. The other 40% did not notice a difference. Of those who did record a perceived difference, 70% approved of the social studies method of teaching over the methods used in other classes. 30% did not express a preference for the methods used in these classes. When the total numbers responding either positively or negatively to these questions were compared in terms of I.Q. ratings, no significant clusters were evident. Therefore, the I.Q. of the student appears to have no relation to his perception of a difference and preference for the difference in social studies classes.

The other instrument of the student attitude questionnaire was a 14-item Semantic Differential with two stimulus concepts: "My Parents" and "My Social Studies Class." This Semantic Differential is a semi-projective type of instrument which is intended to measure the mental distance between and among concepts. In a sense, it resembles the word association types of tests, but includes a measure for attitude sets. The instrument itself is presented in the Appendix, pages iii and iv. The student's response to each item is scored, the squared differences in scored responses to each item are summed, and a square root taken to obtain a projective measure of the mental distance between the two concepts. At the time that the scale was being constructed, it was expected that the successful implementation of the new social studies curriculum would result in a reduction of this semantic distance between the student and both his parents and his social studies class.

However, the slight difference in the distance measure means did not prove to be statistically significant.

Nevertheless, the measure did prove to be valid using a comparison of the distance measure of the semantic differential with teachers' ratings of student attitudes. Among those students who were identified by their social studies teachers as having positive attitudes toward studying social studies (attitude group positive) the average distance measure is much smaller than among students identified by their teachers as having negative attitudes toward the program (attitude group negative). Table 1.8 gives the pertinent statistics:

Table 1.8 Semantic Differential Validity Statistics

GROUP	N	MEAN DISTANCE	STANDARD DEVIATION
POSITIVE	28	1.201	0.378
NEGATIVE	27	1.528	0.669

The mean difference in distance scores of 1.201 and 1.528, or 0.227, gives a t-statistic of 1.56 on 53 degrees of freedom which does not quite reach the usual criterion for statistical significance of the t-statistic. However, the sample is very small; too small perhaps to expect statistical significance in measuring such an elusive concept. The instrument may have some validity in indicating the type of attitude which the student brings to the social studies class.

When the average mean distance measure among students in the four highest ranking classrooms is compared with the average mean distance measure among students in the four lowest ranking classrooms as ranked by the classroom observation team, no statistically significant differences are found. Table 1.9 gives these comparisons together with average I.Q. scores of the two groups of classes:

Table 1.9 Semantic Differential Distance Measure and I.Q. Statistics - Highest Four & Lowest Four Classrooms

		Distance Measure		I. Q.	
	N	$\overline{X}$	SD	$\overline{X}$	SD
HIGHEST	85	1.367	0.452	110.27	12.828
LOWEST	53	1.294	0.563	97.43	9.187

Table 1.10 compares the responses of students in the "Highest" and "Lowest" rated classrooms on each of the fourteen items of the Semantic Differential attitude scale. The right-most column of this table carries the associated contingency coefficient for the 2 X 3 table in the body of Table 1.10 .

A coefficient of absolute value greater than about 0.15 is required for statistical significance for tables of this size (i.e., for N approximately 180). Thus, on Items 03, 04, 05, 10, and 14, students in the "Highest" rating classrooms respond in a significantly different manner to the stimuli adjectives than students in the "Lowest" rating classrooms. Item 3 is Happy-Unhappy. Item 4 is Educated-Uneducated. Item 5 is Personal-Impersonal. Item 10 is Good-Bad. Item 14 is Kind-Cruel. Thus the students in the highest rated classrooms see their social studies classrooms as:

1) closer to the Happy end of the Happy-Unhappy continuum;
2) closer to the Educated end of the Educated-Uneducated continuum;
3) closer to the Personal end of the Personal-Impersonal continuum;
4) closer to the Good end of the Good-Bad continuum; and
5) closer to the Kind end of the Kind-Cruel continuum

than students in the "Lowest" rating classrooms.

Additionally, items 07, 08, and 11 have coefficients very nearly significant in size. These dimensions are Mild-Harsh, Light-Heavy, and Different-Same. The "Highest" classrooms are seen as more mild, less heavy, and more different than the "Lowest" classrooms.

Table 1 10 Comparison of Semantic Differential Response of Students in "Highest" and "Lowest" Classrooms

ITEM	GROUP	RESPONSES				CONTINGENCY COEFFICIENT
		ONE	TWO	THREE	TOTAL	
01	Highest	37	50	15	102	.042
	Lowest	21	46	10	77	
02	Highest	33	63	3	99	-.053
	Lowest	38	33	6	77	
03	Highest	77	17	8	102	.222
	Lowest	41	25	11	77	
04	Highest	86	14	2	102	.301
	Lowest	47	23	9	79	
05	Highest	13	41	48	102	-.159
	Lowest	18	32	24	74	
06	Highest	52	46	4	102	.044
	Lowest	39	32	8	79	
07	Highest	56	37	9	102	.129
	Lowest	32	30	14	76	
08	Highest	19	53	29	101	-.103
	Lowest	27	28	23	78	
09	Highest	27	49	25	101	-.052
	Lowest	26	33	18	77	
10	Highest	76	17	9	102	.159
	Lowest	44	26	10	80	
11	Highest	20	20	61	101	-.116
	Lowest	16	31	31	78	
12	Highest	20	37	45	102	.040
	Lowest	15	34	29	78	
13	Highest	27	50	24	101	.070
	Lowest	21	28	31	80	
14	Highest	71	25	6	102	.236
	Lowest	34	37	9	80	

Turning now to the individual items of the student attitude questionnaire, Table 1.11 following gives item by item Providence-Control comparisons. For any given item in this table, a negative correlation coefficient indicates that the Providence subjects answered "mostly Yes" relatively more frequently than did the controls; a positive coefficient indicates that the controls answered "Mostly Yes" relatively more frequently. In these two-by-two item response tables, a chi-square statistic of about 7.9 is required for statistical significance (two-tailed; .01 level). Because items 35-44 assess student perceptions of the reactions of others to him, they are of a character essentially different from the remaining thirty-four and they are therefore treated separately in what follows.

Of the item contrasts among the first thirty-four items, all but three are statistically significant. Of the thirty-one significant comparisons, all but eight "favor" the Providence subjects. Here an item comparison "favoring" the Providence subjects means that when the item was scored in a direction considered more positive attitudinally by the staff, the Providence subjects answered Yes relatively more frequently than did the controls. The item comparisons favoring the controls were the following:

10. I get so interested in my social studies work that I read and talk about it outside school.

17. I give up when I meet difficult problems with my school work.

18. I think my social studies teacher is more interested in the work I do than in me as a person.

22. I get angry with myself if I don't do as well as I should in my social studies class.

24. I prefer a teacher who lets the students participate and talk during class, rather than remain silent most of the time.

27. The questions on my tests in social studies confuse me because I don't know what they are driving at.

30. It is easier to learn in a class where the atmosphere is friendly, rather than one where the teacher and students are always serious.

pupil relationship which is noted elsewhere in this report.

The ten statistically significant contrasts favoring the experimental (Providence) group are the following:

2. I prefer to work by myself on school projects.

3. I worry about my grades in Social Studies.

5. Homework assignments in social studies are more fun than other homework.

7. Social Studies is an interesting subject.

13. I feel that I am having trouble learning things in Social Studies this year.

16. I am glad when my social studies class is over. (scored negatively)

19. It is better to use only an assigned text book rather than having students look for their own material. (scored negatively)

21. I like to have my social studies papers read to the class.

29. I concentrate better in social studies than in other classes.

31. I would rather get a good mark in social studies than in my other classes.

Of these ten contrasts, the "Social studies is an interesting subject" item (7) and the "I am glad when my social studies class is over" item (16) favor the Providence subjects particularly strongly. For both of these contrasts, the p-value associated with the chi-square statistic is smaller than 0.001.

Table 1.11 Student Attitude Questionnaire Item by Item Comparisons. Providence with Controls. Grades Six, Seven, Eight, and Nine

ITEM	GROUP	RESPONSES MOSTLY NO	RESPONSES MOSTLY YES	RESPONSES TOTAL	CORRELATION COEFFICIENT	CHI-SQUARE STATISTIC
I prefer to work by myself on school projects.	CONTROL	85	108	193	0.045	1.26
	PROVIDENCE	205	214	419		
I like to participate in social studies classroom discussion.	CONTROL	75	116	191	-0.108	7.04*
	PROVIDENCE	119	299	418		
I worry about my grades in social studies.	CONTROL	60	133	193	-0.097	5.73*
	PROVIDENCE	93	328	421		
It is easy for me to keep interested in my work in social studies class.	CONTROL	87	105	192	-0.011	0.07
	PROVIDENCE	184	233	417		
Homework assignments in social studies are more fun than other homework.	CONTROL	138	55	193	-0.109	7.31*
	PROVIDENCE	251	166	417		
I like almost everything about school.	CONTROL	112	81	193	-0.049	1.47
	PROVIDENCE	219	196	415		
Social studies is an interesting subject.	CONTROL	68	119	187	-0.161	15.59**
	PROVIDENCE	87	325	412		
I like working in the library on social studies projects.	CONTROL	108	83	191	-0.046	1.29
	PROVIDENCE	212	199	411		
My work in social studies has a lot to do with every day life.	CONTROL	97	96	193	-0.043	1.11
	PROVIDENCE	190	226	416		
I get so interested in my social studies work that I read and talk about it outside school.	CONTROL	149	44	193	0.085	4.45
	PROVIDENCE	353	66	419		
Students talk too much in social studies class.	CONTROL	107	86	193	-0.002	0.03
	PROVIDENCE	228	185	413		

* p <.05
** p <.01

Table [illegible].11 Continued

I T E M	GROUP	R E S P O N S E S MOSTLY NO	 MOSTLY YES	 TOTAL	CORRELATION COEFFICIENT	CHI-SQUAR ISTIC
I like to discuss my social studies work with my parents.	CONTROL	121	71	192	-0.033	0.64
	PROVIDENCE	245	166	411		
I feel that I am hoving trouble learning things in social studies this year.	CONTROL	49	141	190	0.092	5.09*
	PROVIDENCE	145	269	414		
I hope I get called upon to recite in social studies class.	CONTROL	135	56	191	-0.063	2.36
	PROVIDENCE	265	147	412		
In social studies class, I study just hard enough to get by, rather than hard enough to do well.	CONTROL	87	105	192	0.047	1.34
	PROVIDENCE	208	205	413		
I am glad when my social studies class is over.	CONTROL	59	134	193	0.199	23.64**
	PROVIDENCE	209	195	404		
I give up when I meet difficult problems with my school work.	CONTROL	144	49	193	-0.013	0.11
	PROVIDENCE	300	109	409		
I think my social studies teacher is more interested in the work I do than in me as a person.	CONTROL	127	63	190	-0.129	9.75**
	PROVIDENCE	213	187	400		
It is better to use only an assigned text book for lessons rather than having the students look for their own material.	CONTROL	90	102	192	0.112	7.67*
	PROVIDENCE	245	171	416		
My social studies classes are taught differently from other classes.	CONTROL	86	106	[illegible]	-0.038	0.87
	PROVIDENCE	168	244	414		
I like to have my social studies papers read to the class.	CONTROL	157	35	192	-0.[illegible]03	7.68**
	PROVIDENCE	[illegible]	[illegible]	410		
I get angry with myself if I don't do as well as I should in my social studies class.	CONTROL	57	[illegible]	193	[illegible]	1.06
	PROVIDENCE	140	[illegible]	415		

* $p < .05$
** $p < .01$

ITEM	GROUP	RESPOSES MOSTLY NO	MOSTLY YES	TOTAL	CORRELATION COEFFICIENT	CHI-SQUAR STATISTIC
3. In social studies class, other people think I know what I'm talking about.	CONTROL	85	104	189	-0.055	1.77
	PROVIDENCE	154	239	393		
4. I prefer a teacher who lets the students participate and talk during class rather than remain silent most of the time.	CONTROL	36	157	193	0.054	1.76
	PROVIDENCE	97	317	414		
5. I would rather learn things the way they are taught in this social studies class than the way they are taught in other classes.	CONTROL	66	124	190	-0.060	2.13
	PROVIDENCE	117	289	406		
6. I have a hard time concentrating on the subject during social studies class periods.	CONTROL	116	76	192	0.008	0.04
	PROVIDENCE	250	158	408		
7. The questions on my tests in social studies confuse me because I don't know what they are driving at.	CONTROL	52	140	192	0.085	4.31
	PROVIDENCE	145	262	407		
8. History means more to me since being in this social studies class.	CONTROL	98	92	190	-0.011	0.08
	PROVIDENCE	207	204	411		
9. I concentrate better in social studies than in other classes.	CONTROL	132	57	189	-0.104	6.44*
	PROVIDENCE	239	166	405		
0. It is easier to learn in a class where the atmosphere is friendly, rather than one where the teacher and students are always serious.	CONTROL	19	173	192	0.073	3.18
	PROVIDENCE	62	345	407		
1. I would rather get a good mark in social studies than in my other classes.	CONTROL	131	62	193	-0.116	7.91*
	PROVIDENCE	222	176	398		
2. I prefer a strict teacher to an easy-going teacher.	CONTROL	149	42	191	-0.122	8.87*
	PROVIDENCE	266	137	403		
I prefer learning when a subject is taught as a class discussion rather than a lecture.	CONTROL	24	167	191	0.012	0.09
	PROVIDENCE	56	360	416		

* $p < .05$

** $p < .01$

Table 1.11 Continued

I T E M	GROUP	MOSTLY NO	MOSTLY YES	TOTAL	CORRELATION COEFFICIENT	CHI-SQUARE STATISTIC
34. I would rather be in a class which is led by the teacher than one led by the students.	CONTROL	124	68	192	0.072	3.09
	PROVIDENCE	291	115	406		
35. My social studies teacher thinks I am a good student.	CONTROL	36	151	187	0.072	2.97
	PROVIDENCE	99	285	384		
36. My social studies teacher thinks I am smart.	CONTROL	60	126	186	0.121	8.20**
	PROVIDENCE	167	205	372		
37. My social studies teacher thinks I am one who thinks for himself.	CONTROL	52	137	189	0.095	5.16*
	PROVIDENCE	142	241	383		
38. My social studies teacher thinks I am well liked.	CONTROL	29	154	183	0.016	0.13
	PROVIDENCE	65	316	381		
39. My social studies teacher thinks I am well behaved.	CONTROL	45	144	189	0.061	2.11
	PROVIDENCE	111	264	375		
40. My parents think that I am a good student.	CONTROL	36	153	189	-0.005	0.01
	PROVIDENCE	73	318	391		
41. My parents think that I am smart.	CONTROL	38	149	187	0.076	3.32
	PROVIDENCE	104	276	380		
42. My parents think that I am one who thinks for himself.	CONTROL	39	150	189	0.072	2.96
	PROVIDENCE	106	283	389		
43. My parents think that I am well liked.	CONTROL	18	172	190	0.004	0.01
	PROVIDENCE	38	352	390		
44. My parents think that I am well behaved.	CONTROL	51	138	189	-0.033	0.62
	PROVIDENCE	92	292	384		

* $p < .05$
** $p < .01$

Items 35-44 request the student's perception of the opinion of his parents and teacher about his behavior as a student. Referring again to Table 1.11, two of these ten contrasts are statistically significant and both "favor" the control sample. This is to say that the typical control student is more likely than his Providence counterpart to feel that his teacher considers him to be smart and one who thinks for himself. This means that the previously-discussed finding that the Providence students have, speaking globally, more positive attitudes toward school than do the controls was found in the face of the fact that they also see themselves as being less favored by their teachers. This implies that the finding of the holding of more positive attitudes by the Providence students should perhaps be given greater weight for these attitudes have developed in the face of less favorable school experience.

Certainly, the above comparisons indicate very strongly that the Providence students have more positive attitudes (on that average) toward studying social studies than their counterparts in the control group. This is very strong evidence that the Social Studies Curriculum Project has had an important role in affecting positively student attitudes toward their school work. Indeed, the results for item 16 alone make a strong argument in this direction. Recall the content of item 16: I am glad when my social studies class is over. Sixty-nine percent of the control sample answered "Mostly Yes" to this item, while only forty-nine percent -- less than half -- of the Providence sample answered Yes.

These results must be interpreted with caution for there is considerable variability by grade-level in the item-by-item contrasts. Item-wise Providence-control comparisons were carried out for each of grades six, seven, eight, and nine separately. On only six of forty-four items were all four correlation coefficients--one for each grade-level comparison--of the same sign. This is to say that for all other items but these six, at least one of the grade-level comparisons favored the control group and at least one favored the study (Providence) group. The within-grade comparisons for the six items on which there was found agreement are given in Table 1.12 below.

Table 1.12 **Providence-Control Item Comparisons for which All Four Grade-Level Contrasts were in the Same Direction**

5. Homework assignments in social studies are more fun than other homework.

	Grade 6			Grade 7			Grade 8			Grade 9		
	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total
CONTROL	26	19	45	34	16	50	33	9	42	45	11	56
PROVIDENCE	51	49	100	64	53	117	92	48	140	44	16	60
CORRELATION COEFFICIENT	-.063			-.124			-.117			-.083		
CHI-SQUARE STATISTIC	0.57			2.56			2.48			0.80		

7. Social studies is an interesting subject.

	Grade 6			Grade 7			Grade 8			Grade 9		
	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total
CONTROL	13	32	45	19	28	47	16	25	41	20	34	54
PROVIDENCE	10	88	98	16	99	115	36	105	141	25	33	58
CORRELATION COEFFICIENT	-.236			-.292			-.125			-.062		
CHI-SQUARE STATISTIC	7.98**			13.85**			2.83			0.43		

10. I get so interested in my social studies work that I read and talk about it outside school.

	Grade 6			Grade 7			Grade 8			Grade 9		
	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total
CONTROL	29	16	45	43	7	50	29	13	42	48	8	56
PROVIDENCE	83	18	101	96	21	117	117	24	141	57	3	60
CORRELATION COEFFICIENT	.194			.048			.146			.158		
CHI-SQUARE STATISTIC	5.48*			0.39			3.89			2.91		

* p .05
**p .01

Table 1.12 Continued

16. I am glad when my social studies class is over.

	Grade 6			Grade 7			Grade 8			Grade 9		
	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total
TROL	17	28	45	16	34	50	8	34	42	18	38	56
VIDENCE	58	38	96	63	51	114	70	67	137	18	39	57
RELATION FFICIENT	.211			.214			.274			.006		
-SQUARE TISTIC	6.31*			7.53*			13.43**			0.04		

18. I think my social studies teacher is more interested in the work I do than in me as a person.

	Grade 6			Grade 7			Grade 8			Grade 9		
	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total
TROL	23	21	44	40	9	49	28	13	41	36	20	56
OVIDENCE	35	57	92	67	46	113	75	63	138	36	21	57
RRELATION EFFICIENT	-.135			-.217			-.119			-.012		
-SQUARE ATISTIC	2.46			7.61*			2.52			0.02		

29. I concentrate better in social studies than in other classes.

	Grade 6			Grade 7			Grade 8			Grade 9		
	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total	Mostly No	Mostly Yes	Total
NTROL	31	14	45	44	5	49	12	38	50	50	6	56
OVIDENCE	63	37	100	84	31	115	39	76	115	48	11	59
RRELATION EFFICIENT	-.057			-.185			-.046			-.112		
I-SQUARE ATISTIC	0.47			5.63*			1.60			1.43		

It is noteworthy that in four of the six items in Table 1.12, the comparisons favor the Providence subjects. It is difficult to find an interpretation for the lack of consistency of these item comparisons across grade levels. It may by that sampling variability has worked to make the sutdy-control samples non-equal in school success at one or more of the four grade levels. As will be seen in a later section of this report, students' responses to the attitude items are correlated to indicants (I.Q., reading level data) of school success so that non-comparability in this respect of the study-control samples at one or more grade levels could account for the found lack of consistency. Because of the failure of obtaining I.Q. and reading level data on the control subjects, an objective test of this conjecture is precluded.

Summary and Conclusions

1. The student attitude questionnaire and its sub-scales are both reliable and valid, and can be used to measure student attitudes toward the social studies curriculum in particular and the school learning environment in general. The semantic differential instrument, although probably not as valid or reliable, can be used as a further indication of student attitudes which are brought to the learning situation.

2. Students in different classes have different attitudes toward social studies and toward their school.

3. There is some indication that students in the lower grades have more positive attitudes than students in the higher grades, both toward social studies and toward the school in general.

4. Although it might appear from the summed scores of the student attitude questionnaire that only small differences exist in student attitudes between the Providence School System children and students in another urban school system in Rhode Island, these summed scores conceal several differences between the two groups which are germane to this study, and which have relatively high degrees of statistical significance.

5. The majority of the students surveyed perceived a difference between their social studies classes and other classes in the school curriculum.

6. The majority of the students who perceived social studies classes as different from their other classes approved of the differences between classes.

7. There seems to be no difference between high I.Q. and low I.Q. students in perceiving differences between social studies and other classes, and their approval of these differences.

8. There is some evidence that students in classrooms rated high on the observation scale have more positive attitudes toward social studies than do students from lower rated classrooms. Again using the semantic differential instrument, students in higher rated classrooms perceive more differences in social studies classes from other classes than do students in lower rated classrooms.

9. In comparisons between students in the Providence system and students in another urban school system which does not have the subject social studies curriculum, the following differences appear:

a) To a very high degree of significance, Providence students have a more positive attitude toward their social studies classes than do students in the control group which does not have the Providence curriculum.

b) It appears that the positive attitude which Providence students have toward social studies has been developed in spite of a less favorable school experience than their counterparts in the control group.

c) The most marked differences between Providence students and the control group seem to be in those areas which are most significant to the success of the social studies curriculum. These areas include class participation, subject interest, scope of materials, homework assignments, student morale, and desire for success in the learning situation.

d) There is very strong evidence that the social studies curriculum itself has an important role in affecting positively the attitude of students toward their school work.

SECTION II

TEACHER QUESTIONNAIRE

Relationships and attitudes of teachers in the social studies curriculum were investigated by the use of two instruments. The first was a structured attitude questionnaire which was designed to obtain information about teacher attitudes in general about the program, teaching methods attitudes, teacher-pupil relationships, attitudes toward the subject matter of the curriculum, and attitudes about the types of classroom atmosphere which resulted from the program. The attitude questionnaire is attached in the Appendix, pages viii - x. The second instrument was an open-ended type of questionnaire which was designed to elicit criticisms of the program and recommendations for improvement of the program. This second instrument is presented as a separate section of this report. This section is concerned with the results obtained from the first cited instrument.

The subject instrument consisted of 32 items which were scaled in a four-point type of response which ranged from strongly agree to strongly disagree. No neutral responses were permitted.

The population of 90 teachers who responded to the Teacher Questionnaire have the following characteristics:

1. About 60% are female; about 40% male.
2. 65% are under 35, with 35% over 35. Of these latter, about 25% are over 45 years old.
3. Slightly more than one-half of the teachers have been teaching from one to five years; about 20% have been teaching for more than sixteen years.
4. About 35% of the teachers have been teaching the same grade for 6 years or more.

5. Slightly over 25% of the teachers have an M.A. degree.
6. The major field of education for teachers is as follows:

a.	History	25%
b.	Education	20%
c.	Social Sciences	20%
d.	Elementary Educ.	15%
e.	English	10%
f.	Miscellaneous	10%

7. About 70% of the teachers attended the workshop in social studies which was run by the Providence School Department.

From the thirty-two items comprising the questionnaire and from the data collected, groupings were made of questions which appeared to probe similar areas.

These groupings fell into seven categories. The questions comprising the seven scales are given in the Appendix, pages xi - xiv, and labeled as follows:

Scale One	Scope of class exploration
Scale Two	A student participation and student role
Scale Three	Type of planning and organization of learning activity
Scale Four	Flexible role of teacher
Scale Five	Traditional role of teacher
Scale Six	Regulated classroom environment
Scale Seven	Free classroom environment
Scale Eight	A Summary Scale

It was not possible to get retests from teachers to obtain test-retest reliability data. Evidence speaking to the validity of the scales will appear in a following section. This evidence, while based on small numbers, is persuasive enough to permit the use of the scales as a rough group measure of of teacher attitude along the dimensions suggested by the subscale labels.

Questionnaires were received from ninety Providence teachers and from nine Control teachers. Table 2.1 compares the summary statistics for these two groups on each of the seven subscales and on the summary scale.

Table 2.1 Summary Statistics; Teacher Attitude Questionnaire - Providence, Control Group

		SCALE ONE		SCALE TWO		SCALE THREE		SCALE FOUR		SCALE FIVE		SCALE SIX		SCALE SEVEN		SUMMARY SCALE	
	N	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
PROVIDENCE	90	18.6	3.0	17.6	3.9	13.8	3.2	11.8	2.5	9.6	2.5	7.3	1.9	23.9	3.6	90.1	11.5
CONTROL	9	18.0	2.6	16.1	3.5	12.0	3.1	10.4	2.6	8.3	2.8	6.8	1.6	22.1	4.3	81.4	11.1

Each of the eight mean differences in Table 2.1 is statistically significant, although those for scales one and six are only marginally so. The summary scale mean difference of 90.1 - 81.4 = 8.7 is several times its standard error and thus highly statistically significant. The mean scores derived from the teacher's responses become interesting on an individual basis when seen in relation to the possible range of responses. Because the number of questions in each scale differs, the possible range varies from scale to scale. As the mean response indicated in Table 2.1 approaches the possible maximum it measures a more positive teacher attitude under that scale. The possible range of each scale appears in Table 2.2, compared with the actual range of the teachers' responses.

Table 2.2 Possible and Actual Range of Teacher Responses Under Eight Scales

Scale	Possible Range		Actual Range	
	Minimum	Maximum	Minimum	Maximum
I	6.00	24.00	7.00	24.00
II	6.00	24.00	6.00	24.00
III	5.00	20.00	5.00	20.00
IV	4.00	16.00	4.00	16.00
V	4.00	16.00	4.00	14.00
VI	4.00	16.00	4.00	13.00
VII	8.00	32.00	13.00	31.00
VIII	32.00	128.00	66.00	112.00

Although the control group sample size is very small, it seems clear that the Providence teachers, on the average, answer this questionnaire differently, and more positively, than the control group.

In an attempt to determine the principle sources of variability among the summary attitude scale scores, the seven subscales were entered stepwise into a multiple regression equation predicting the summary score. This is a part-whole correlation technique and although not strictly mathematical, does give useful information, which is justification enough for its use.

Table 2.3 is the correlation matrix with the eight attitude scales as rows; the data are the ninety Providence teacher questionnaire observations.

Table 2.3 Correlation Matrix. Providence Teacher Attitude Questionnaire Scales

	Scale One	Scale Two	Scale Three	Scale Four	Scale Five	Scale Six	Scale Seven	Summary Scale
Scale One	1.0							
Scale Two	0.470	1.0						
Scale Three	0.297	0.582	1.0					
Scale Four	0.344	0.820	0.347	1.0				
Scale Five	0.148	0.405	0.574	0.302	1.0			
Scale Six	0.028	-0.019	0.206	-0.078	0.406	1.0		
Scale Seven	0.350	0.635	0.480	0.445	0.479	0.362	1.0	
Summary Scale	0.553	0.660	0.699	0.414	0.648	0.416	0.833	1.0

The step-wise regression procedure chooses the largest first-order multiple correlation coefficient, then adds the scale giving the largest second-order multiple R, then adds the scale giving the largest third-order multiple R, and so forth. As can be seen in the above table, Scale Seven gives the largest simple correlation coefficient with the summary scale; this coefficient is 0.833. Recall that Scale Seven is titled, Free Classroom Environment. Scale Three titled Type of Planning and Organization of Learning Activity, gives the largest second-order multiple R with Scale Seven. The complete step-wise procedure is summarized in Table 2.4.

Table 2.4 Step-Wise Multiple Regression of Teacher Attitude Summary Scale with Subscales as Predictor Variables.

STEP	SCALES ENTERED	MULTIPLE R
One	7	0.833
Two	7,3	0.900
Three	7,3,1	0.929
Four	7,3,1,5	0.945
Five	7,3,1,5,6	0.949
Six	7,3,1,5,6,4	0.950
Seven	7,3,1,5,6,4,2	0.951

Very little is added to the prediction equation after the second step. In fact, Scale Seven might be used alone to represent or reflect teacher attitudes on all other scales and the Summary Scale.

Table 2.5 following is a tabulation of the responses of the ninety Providence teachers to each item of the teacher questionnaire.

Table 2.4 Teacher Questionnaire Item-by-Item Tabulation

Item	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree	Omit
01	22	28	17	21	2
02	42	32	10	5	1
03	20	34	24	11	1
04	51	27	9	3	0
05	5	17	32	34	2
06	44	28	16	2	0
07	12	32	26	18	2
08	2	6	24	58	0

Table 2.4 Continued

Item	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree	Omit
10	25	43	16	4	2
11	44	33	9	2	2
12	51	29	7	2	1
13	16	24	20	28	2
14	10	43	18	18	1
15	27	36	22	4	1
16	51	27	9	2	1
17	22	34	20	12	2
18	37	39	7	4	3
19	66	21	1	0	2
20	63	21	2	2	2
21	10	19	34	22	5
22	17	48	15	5	5
23	10	25	32	21	2
24	10	19	24	34	3
25	30	17	24	17	2
26	47	39	1	1	2
27	53	30	4	2	1
28	31	30	15	12	2
29	49	29	7	3	2
30	24	34	21	6	5
31	25	49	9	3	4
32	46	28	10	2	4

The numbered items on Table 2.5 correspond to the thirty-two questions of the Teacher Questionnaire which are defined on pages viii and ix of the Appendix. A study of the varying responses to the questions reveals a wide diversity of opinion among the teachers regarding particular methods and attitudes suggested by some questions. Those items which stimulated varying responses were observed more closely, since areas of controversy, evidenced by such variability in certain teacher responses, could serve as keys to understanding the points at which change may be occurring in the impact of the program.

Although it seems clear that the Providence teachers answered the questionnaire in more positive terms than the control group of teachers, and although it seems clear that the questionnaire and its sub-scales have some degree of validity, there are some differences in opinions among the Providence teachers themselves which should be noted. In one sense, the tables recording the Providence teachers' answers are self-explanatory. However, the following elements are among those which might be pointed out as intra-program differences among social studies teachers.

For example, there is an almost equal difference of opinion on whether or not "the backbone of the social studies curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter." When this question number 7 is combined with question 1 which reads: "The teaching of specific skills is the most important function of the social studies program," almost 1/3 of all the teachers in the program agree with these two combined perspectives. Similarly, when questions 5, 24, and 30 are combined, more than 15% of the teachers emerge as a type which sees the teacher as being effective when he maintains social distance between himself and the pupils, makes pupils understand that the teacher is responsible for what is learned in class, and makes pupils regard the teacher as a specialist in social sciences.

The strongest consensus of all appears in the group work perspective of the program. Only two teachers did not think that group activity does not teach pupils to think and plan together, and only about 10% disagreed with the opinion that small group work is one of the best ways of making use of contrasting personalities, skills, and interests which pupils have. On the other hand, teachers appear to have their own definitions of the structure of such group work, and the consensus here is much less strong. Only about one-half of the teachers thought that social studies students should be given more freedom in the classroom than they usually get, and that in social studies classes, pupils are motivated to do better work when they feel free to move around the room when class is in session. It may be that teachers see group work as a structured component of the program which should be closely supervised, rather than as an element which gives the student individual initiative and freedom in his school work.

Another strong area of consensus is that of pupil participation in the program. Almost three-quarters of the teachers agree that the goals of the social studies curriculum should be directed by pupil interest and needs as well as the demands of the larger society, and that teachers increase their chances of directing the work into productive channels by having pupils participate in the planning of the program. However, more than one-half of these teachers disagree with the statement that pupils frequently learn much more about social studies under their onw initiative than they do under teacher direction. Once more, it would seem that the approval of pupil participation in planning, and consideration of pupil interests is contingent upon considerable direction and guidance by the teacher.

A few other areas of disagreement among teachers--or at least a lack of consensus--might be indicated. There is lack of agreement on keeping order in social studies classes, on the importance in grounding pupils in facts and knowledge about the subject before they are encouraged to exercise independent thought in social studies classes, and on the degree to which reliance should be placed upon skills and knowledge which pupils have acquired outside the classroom. There is also some difference concerning both the importance of having all members of a class follow carefully planned lesson sequences together, and the best way to teach students the use of the library.

On the other hand, there are some further strong areas of consensus. Most teachers agree that learning experiences in social studies should be organized around life experiences; that it is not essential to cover all the material in the course; that course content should be integrated across subjects; and that workshops and training are important for staff development in the social studies program. There is also agreement that it is more important that the child learns how to approach and solve problems than it is for him to master the subject matter of the social studies curriculum.

Although the teacher control was not able to provide all the comparisons which were anticipated, several individual items show particularly strong response differences. Table 2.6 shows these data. The questionnaire alternatives, strongly agree and mildly agree are grouped to form the agree category; the alternatives, mildly disagree amd strongly disagree are grouped to form the disagree response category.

The Providence teachers see the problem of keeping order in the classroom as being of less importance than do the control teachers; the Providence teachers also feel that students should be permitted more freedom than do the control teachers. On the other hand the control feel more strongly that covering all the subject matter is important than do the Providence teachers: the Providence teachers more strongly feel that the students should be encouraged to participate in class planning and in class activities than do the control

Because of the smallness of the Control sample (N=9), formal testing for statistical significance does not seem appropriate. Table 2.6 gives the absolute and relative frequencies of agree-disagree response to each of several questionnaire items. On these items, the Providence-Control difference in the proportion of agree answers is very large. Table 2.6 also gives a correlation coefficient, computed from coded data, for each item. As with the subscale mean comparisons, these Providence-Control item response differences must be interpreted with caution because of the small size of the Control sample.

Table 2.6 Comparison of Providence and Control Teachers on Several Selected Questionnaire Items

ITEM See Appendix Pages viii-ix)	GROUP	ITEM RESPONSE						CORRELATION COEFFICIENT
		Agree		Disagree		TOTAL		
		Number	Proportion	Number	Proportion	Number	Proportion	
03.	Prov.	55	.60	36	.40	91	1.00	.078
	Control	4	.44	5	.56	9	1.00	
05.	Prov.	22	.25	67	.75	89	1.00	-.231
	Control	4	.44	5	.56	9	1.00	
07.	Prov.	44	.49	45	.51	89	1.00	-.201
	Control	7	.78	2	.22	9	1.00	
08.	Prov.	8	.09	83	.91	91	1.00	-.079
	Control	3	.33	6	.67	9	1.00	
13.	Prov.	41	.46	48	.54	89	1.00	-.207
	Control	7	.78	2	.22	9	1.00	
14.	Prov.	53	.59	37	.41	90	1.00	.214
	Control	2	.22	7	.78	9	1.00	
15.	Prov.	64	.71	26	.29	90	1.00	.170
	Control	4	.44	5	.56	9	1.00	
22.	Prov.	66	.78	19	.22	85	1.00	.093
	Control	5	.56	4	.44	9	1.00	

A further analysis of the teacher questionnaire used the observations made by the team of observers in the classrooms. These observations are discussed individually in Section IV.

A comparison of the data on classroom evaluation and the data gathered on teacher attitudes was made, to discover relationships that may exist between the opinions and attitudes of the teachers and the activities and inter-relationships that actually occur in the classroom.

Of the teachers who identified themselves on the attitude questionnaire, twelve were also visited by the observation team, giving a total of twelve teachers for whom comparisons can be made. This comparison of the attitude scales scores with the summary classroom evaluation rating gives an indication of the validity of the attitude scales. This comparison is carried in Table 2.7 following. The table entries are correlation coefficients based on a sample size of twelve.

Table 2.7 Structured Teacher Questionnaire and Classroom Evaluation Summary Ranking Correlations

	Scale One	Scale Two	Scale Three	Scale Four	Scale Five	Scale Six	Scale Seven	Summary Scale
Total Rating	0.36	0.40	0.53	0.37	0.54	0.30	0.09	0.61

All the entries of Table 2.7 are positive and several are quite large. The correlation coefficient between the total evaluation rating and attitude summary scale score of 0.61 is very large; as large as several coefficients for attitude sub-scales and summary scales comparisons (see Table 2.3 above).

It is clear that, in general, the teachers whose classrooms were rated highest also were the teachers who responded to the attitude scales in a more positive way and those rated lowest responded less positively. This is to say that the attitude scales--and particularly the attitude summary scale--do

More evidence to the validity of the teacher attitude scales was obtained through a comparison between the attitude scores of the teachers, by dividing them into two groups. The groups were established by putting four teachers whose classes received the highest rating on the classroom evaluations as the first group, labeled high, and four teachers rated lowest in the second, or low group.

This grouping was made in order to insure essentially complete agreement on the appropriate rank of these classrooms. The sums for each of the eight attitude scale scores for these two groups are given in Table 2.8 following.

Table 2.8 Comparison of Attitude Scale Scores of the Four Highest Rated Teachers with the Four Lowest Rated

	Scale One	Scale Two	Scale Three	Scale Four	Scale Five	Scale Six	Scale Seven	Summary Scale
High	76	81	62	55	47	33	100	392
Low	69	72	51	49	39	31	101	349

It is evident that the High group responded to the teacher attitude scales in a more positive manner, on the average, than did the Low group. The table entries are summs; the corresponding means on the summary scale are:

High X = 98
Low X = 87

This mean difference is very large and is, in fact, statistically significant in spite of the very small group sizes.

The mean attitude summary scale score for all Providence teachers was 90.1 while the mean for the control group 81.4 (see Table 2.1). Even the teachers rated lowest among the classrooms studied, scored higher on the attitude summary scale than did the control group.

Summary and Conclusions

1. Teachers of social studies in the Providence school system have a more positive attitude toward the teaching of social studies than a comparable control group in a system outside Providence.

2. Teacher attitudes toward the new social studies curriculum as a whole are best reflected in their attitudes toward classroom environment and small group work.

3. Strong differences in Providence teacher opinions exist in the following areas:
    a. The importance of subject matter in the social studies curriculum.
    b. The importance of teaching specific skills in the curriculum.
    c. The importance of keeping order in social studies classrooms.
    d. The importance of grounding pupils in facts and knowledge about a subject before they are encouraged to exercise independent thought.
    e. The degree to which reliance should be placed upon skills and knowledge which pupils have acquired outside the classroom.
    f. The importance of having all members of a class follow carefully planned lesson sequences together.
    g. The best way to teach students the use of a library.

4. Strong consensuses in Providence teachers' opinions exist in the following areas:
    a. The functional importance of small group work in implementing the new social studies curriculum.
    b. The importance of pupil participation in planning and executing the program.
    c. The importance of organizing learning experiences of the student around life experiences.

d. The need to integrate course content across subject areas.

e. The importance of teaching the child how to approach and solve problems.

f. The importance of workshops and training for teachers in the curriculum.

5. Teachers whose classrooms received the highest rating on classroom observations had more positive attitudes toward the program than teachers whose classrooms received the lowest ratings on such observations. In other words, teachers who were rated most successful in program implementation also had the most positive attitudes toward the program.

6. Some differences exist between the Providence social science teachers and the control group of teachers from outside the Providence system. Providence teachers see the problem of keeping order in the classroom as being less important than do the control teachers, and Providence teachers feel that students should be permitted more freedom than do the controls. Furthermore, Providence teachers feel more strongly that students should be encouraged to participate in class planning and activities, and feel less strongly that covering all the subject is important.

SECTION III

SOCIAL STUDIES TEACHER GENERAL EVALUATION OF SOCIAL STUDIES PROGRAM

The evaluation of the social studies curriculum and program was divided into four principal areas, one of which was an open-ended type of questionnaire given to social studies teachers. The research instrument was addressed primarily to obtaining opinions of teachers who had participated in the program regarding the overall effectiveness of the program, and an attempt to identify some of the critical variables in the program which made for its success or failure in the eyes of the teachers.

The questionnaire was sent to all social studies teachers in the program, and about 1/3 of these teachers responded to the program. Although this percentage of returns implies some sample bias, the distribution of responses corresponded closely with the percentages of teachers in the various grades of the program which were studied, and should at least provide some clues to the opinions of all teachers in the program.

Opinions of teachers fall into five groupings as follows: 1) Success or failure of the program in general; 2) Teaching environment of the program; 3) Discipline problems in the program; 4) Relationship of the program to pupil ability; and 5) Training component of the program. Each of these five areas will be discussed in turn. In the tables which follow, the total number of responses is so close to 100 that no percentages of responses will be calculated; the number of responses in each table category approximates the percentages of responses in that category. At the conclusion of this report, a brief summary of the findings will be presented.

SUCCESS OR FAILURE OF THE PROGRAM IN GENERAL

The first question asked was: "Which of those terms best describes your opinion of the success or failure of the new social studies curriculum insofar as your classroom is concerned? Very successful___ Moderately successful___ Not very successful___ Largely a failure___ No difference___" The answers were as follows:

PROGRAM SUCCESS

Very successful	28
Moderately successful	63
Not very successful	14
Largely a failure	6
No difference	0
	N = 111

It is clear that most of the teachers thought that the social studies program was successful, with about 1/4 of the teachers regarding the program as very successful. Less than 20% of the teachers replied that the program was either not very successful or was largely a failure. It should be noted here that however defined, the program appears to have had a very real impact upon teachers since none answered that the program had made no difference insofar as their classrooms were concerned.

The next two questions were addressed to identifying those areas in which the curriculum of the social studies program was considered superior or inferior to the former traditional curricula of social studies. Somewhat surprisingly, no differences were found in identifying the strengths and weaknesses of the program between those teachers who thought the program was successful and those teachers who thought the program was either not very successful or largely a failure. Both groups indicated the more successful and weaker elements in an almost identical pattern.

The question involved was: "Comparing the 'new' social studies curriculum with the 'traditional' curriculum, in what ways would you consider the 'new' curriculum superior to the 'traditional'?" The only structuring of this question was that teachers were asked to rank their answers as "most important" and "other." Using a mutually exclusive taxonomy, the answers fell into the following groupings:

REASONS FOR SUPERIORITY OF THE PROGRAM

Relevance and flexibility of curriculum materials	65
Small group work and class participation	21
Research training and report presentation	10
Program in no way superior	2
	N = 98

It should be noted that only two teachers defined the new curriculum as in no way superior to the traditional curriculum. As will appear later, this is in sharp contrast with twenty-eight teachers who could find no way in which the new program was inferior to the traditional program.

In rank order, the most important element by far which teachers cited as superior was the relevance of the curriculum materials to real life of the student, and the flexibility of the use of such materials. To repeat, even those teachers who thought the program not successful recognized the superiority of the new curriculum materials and their flexibility. The second ranking superiority factor was the structuring of the program into small group work, with the resulting increase in meaningful class participation on the part of the pupils. This element was defined by teachers both in terms of the teacher-pupil relationship, and in terms of peer-group relationships among the pupils themselves. The third factor which emerged from this question was the training which pupils received in research techniques, together with training in presentation of both oral and written reports. Although content analysis of this type is always somewhat arbitrary, all of the answers to the subject question could reasonably be included in one of the above three categories.

The question related to the previous one was: "Again comparing the two curricula, in what ways would you consider the 'new' curriculum inferior to the 'traditional'?" Once more, this question was so structured as to provide "most important" and "other" rankings of the different factors involved. Results were as follows:

REASONS FOR INFERIORITY OF THE PROGRAM

Curriculum materials not suitable for slow learners....	43
Lack of curriculum guides, and testing.................	38
Lack of teacher training and outside preparation need..	6
Program in no way inferior............................	28
	N =115

Almost 1/4 of the teachers could find no way in which the new curriculum was inferior to the previous one as against only two teachers who could find no way in which the new curriculum was superior. Of those teachers who did specify reasons why the program might be inferior to previous programs, two factors emerged as of almost equal importance. The first was that many teachers did not consider that the curriculum materials as defined were geared to the slower learners in the given grade levels. Some teachers specified that books designed to be read at third, fourth, and fifth grade levels should be provided in junior high schools, and that many of the school libraries did not have reading collections which were comprehensive enough to provide materials suitable for slower learners in the areas being studied. One of the results of this lack of materials was to make independent research work very difficult and often essentially meaningless to the slower student. The importance of this differentiation between the brighter and slower student will again appear in a later section of this report; here, it should be noted that many teachers consider this difference as an inportant variable in the total success of failure of the entire social studies program, and that possible changes in the future of the program should take this variable into consideration.

The second most important criticism of the program seemed to lie in the relative lack of definition of certain program elements. Among these are curriculum guides, basic text books, and testing materials. Much of this criticism may be a function of past definitions of teaching methods and curricula contents which any new program must overcome. However, whatever the background reasons, such criticisms must be addressed in any program changes.

It should be pointed out here that the semantic involved in the concept of "curriculum guides" is not clear. The program does, in fact, provide a wide range of curriculum guide pamphlets for various grade levels, but the teachers may be defining the concept in the traditional manner of a curriculum guide which defines the areas to be covered, a time schedule for covering such areas, and both teaching methods and content elements for the defined areas. The type of curriculum guides supplied for the current program are much more flexible than the traditional guides, particularly since they are not keyed to a specific text book, and the teachers in the program who criticize the program for lack of "curriculum guides" may not be considering the given guides as such, but rather regard them as a set of heuristic materials.

The third, much less important reason cited was a lack of teacher training for handling the new curriculum and the greater need for teachers to prepare themselves for classes by doing outside work. A discussion of opinions regarding training is presented in a later section of this report. Again, there was some overlap in the question responses, but the above classification of answers seems defensible.

Finally, in this section of the study, teachers were asked to rank the most important changes in the program which might make it more effective. Much as expected, the answers to this question paralleled the answers to the previous question concerning inferior elements of the program. For example, most mentioned was the need for a wider spectrum of materials which might be more suitable for both fast and slow learners. Similarly, almost as frequently mentioned were a supply of basic texts and curriculum guides. These two criticisms are not necessarily mutually exclusive. The desire for curriculum guides and texts has been explained; the need for materials geared to different levels of pupil competence might also include different texts and different degrees of comprehensiveness of curriculum coverage. Other factors specified were more audio-visual aides, more field trips, lists of places welcoming visits by social studies classes, smaller classes, and more space and facilities in the classroom. A few teachers also mentioned the need for more communication both with the staff of the program, and among social studies teachers themselves. In this context, several thought that a staff of visiting teachers and speakers would be helpful.

TEACHING ENVIRONMENT OF THE PROGRAM

The key question in this section was: "Do you feel that you as a teacher have more freedom to teach as you like with the 'new' curriculum than with the 'traditional'?" The results were as follows:

DEGREE OF FREEDOM IN TEACHING

More freedom in program	71
Less freedom in program	7
No difference in freedom in program	24
	N = 102

There appears to be a strong consensus that the new program gives a greater degree of freedom in teaching to the individual teacher than did the former program. Almost 3/4 of the teachers so specified. Only seven teachers said that the new program give them less freedom in teaching than did the traditional program. About 1/4 of the teachers thought that there was no difference in freedom to teach as they liked in both programs.

As a follow-up question, teachers were asked to specify the reasons behind their opinions of the relative freedom in teaching of the two programs. Of those who answered that the program gave them more freedom, about 4/5 said

said that the flexibility and freedom which inhered in the curriculum gave them freedom. The other 1/5 thought that the relevance of the curriculum materials to the real life of the student was the element which increased their freedom to teach as they liked. Of those who answered that the program gave them less freedom to teach as they wished, all seven teachers said that the factor which restricted their freedom was the fact that they were not free to expand the units as they liked. As a note here, three of these seven teachers were among those who thought the program was successful, as against four of the seven who thought the program not very successful. Also, six of the seven teachers had attended the training workshop for the program.

DISCIPLINE PROBLEMS IN THE PROGRAM

The question asked in the context of discipline was: "Do you feel that discipline is more of a problem with the 'new' curriculum than with the 'traditional' curriculum?" The answers to this question were as follows:

DISCIPLINE PROBLEMS IN THE CLASSROOM

More problems......................	37
Less problems......................	24
No difference......................	43
N =	104

About two out of five teachers thought the program made no difference insofar as discipline problems were concerned. Of those teachers who say a difference, slightly more defined the program as causing more discipline problems than thought there were less discipline problems with the program.

Again, a follow-up question amplifying the previous answers was asked. Those who had said that discipline was more of a problem with the new curriculum explained that independent research and the small group environment provided an atmosphere conducive to misbehavior and some inattention. Some teachers said that the slower students were too immature to work either independently or in small groups without close supervision, and thus more difficult to control. Conversely, those teachers who felt that discipline was less of a problem with the new curriculum attributed much of this to the flexibility of the materials, and the opportunity to involve pupils at whatever the level of the child's competence. A significant comment which appeared several times from teachers of both groups suggested that many of the old ideas of discipline were no longer relevant, and that a new type of control might be necessary in classes run under the new curriculum.

It is of some interest to note that all six of the teachers who thought the program was largely a failure answered that the program created more discipline problems. However, about 1/5 of the teachers who considered the program a success also answered that the program created more discipline problems. It may be that the discipline question should be treated with caution as a function of the lack of definition of discipline as a concept.

RELATIONSHIP OF PROGRAM TO PUPIL ABILITY

One of the most important elements in this study is the relationship of the social studies program to the ability of the student who is undertaking it. In this context, a key question and a follow-up question were asked. The key question was: "Do you think the 'new' curriculum works better with bright students than with less able students?" Answers were as follows:

RELATIONSHIP OF PROGRAM TO PUPIL ABILITY

More successful with bright students	44
More successful with less able students	33
No difference	37
N =	114

Slightly less than 1/3 of the teachers saw no difference in the relationship of the program to the ability of the student. Of those teachers who judged that the ability of the student was a significant factor in the success or failure of the curriculum, there was a strong consensus that the curriculum worked less well with slow learners than with the more able student. More than 3/4 of the teachers who noted the difference stated flatly that the curriculum contained elements which were not suitable for the slow learner. Chief among these elements were the inability of the pupil to read and comprehend the materials, the lack of background of the poorer student as compared with the brighter middle class student, and the general inability of the slow learner to do independent research and reporting. It may also be, that the teacher simply has a more difficult time teaching slow learners, and a built-in bias toward slow learners exists in any curriculum addressed to a heterogeneous group of students. The follow-up question confirmed this opinion.

Examination of the follow-up question shows that 4/5 of the teachers who said the curriculum works better with brighter students attributed this to the fact that brighter students were better able to use the resource materials on an independent basis, could read better, and better understood the various research techniques of the program. Most of the other 1/5 thought that the brighter student brought a better background to the work of the program, and functioned better from this broader base. Somewhat surprisingly, only a very few teachers thought the slower learner was less capable of functioning in the small group situation as against the brighter student.

All of the teachers who said that the program worked better with slow learners specified as the reason that the curriculum is flexible enough to be adapted to the slow student, and that the materials are sufficiently relevant to the life of the student to maintain his interest in the program. Of the teachers who saw no difference in the suitability of the program to bright and slow students, most stated as their reasons that the program is comprehensive and relevant, the group work environment and class participation is good, and that all levels of students find the program meaningful.

One further point should be emphasized here. Of the twenty teachers who said that the program was either not very successful or largely a failure, every one also said that the program worked better with bright students than with slow learners. Further analysis of this relationship will be made in the body of this research. However, the strength of this 1:1 relationship indicates that the difference between slow and bright students is a very significant variable in the success or failure of the program in the eyes of the teachers.

TEACHER TRAINING ELEMENTS OF THE PROGRAM

In the area of teacher training and staff assistance of the program, three questions and a follow-up question were asked. The first question was addressed to the individual teacher, and read: "As a teacher, how do you feel about the training which you personally have had to teach the 'new' curriculum? Adequate___, Inadequate___" Three out of every five teachers replied that they personally felt that the training they had received for the program was adequate.

The next question confirmed the previous finding. The question read: "How about training in general for the 'new' curriculum? Which of the following best describes your opinion of the amount of training given to teachers: a) Too much emphasis on training___; b) Training was just about right; c) Not enough training___?" Again, about ½ of all teachers said that there was enough training; only six teachers said that there was too much emphasis on training. The results follow:

ADEQUACY OF TRAINING IN THE PROGRAM

Too much emphasis on training	6
Training was adequate	43
Training was not adequate	49
N =	98

The implications of the above two questions are relatively obvious. When about ¼ of all teachers in the program feel that they personally have not received enough training in the program, and about ¼ of the teachers feel that the training program in general was inadequate, then some changes in the training program are probably needed, and should be implemented. It may be that the training which teachers received in college was inadequate preparation for a program such as the social studies program, or it may be that the training elements of the social studies program itself need strengthening. A further probing of the entire training component should be undertaken as a future study.

The third key question in this set solicited opinions about help by the program staff during the course of the program. A follow-up question was also included. The key question was: "How would you describe describe the help which you have received from the social studies curriculum staff in your total experience with the 'new' curriculum? Very helpful___; Moderately helpful___; Not much help___; A total loss___." The answers follow:

CURRICULUM STAFF HELP IN THE PROGRAM

Very helpful	27
Moderately helpful	44
Not much help	18
Total loss	10

71% of the teachers thought the curriculum staff was very helpful or moderately helpful. However, as with training, it would appear that the relationship of the program staff to the teachers in the program should be re-examined. Something may be lacking in communication when almost 30% of the teachers in the program feel that either the staff was not much help to them or was a total loss. Although this lack of communication may be as much a function of the attitude of the teachers themselves as a function of the competence of the program staff, the fact remains that some form of communications gap exists in this aspect of the program.

When queried about their reasons for their opinions of the project staff, about 40% of the teachers thought the staff was helpful in all aspects of the program; about 40% emphasized the help given in workshops and in the definition and assembling of materials for the program, but regretted that they, the teachers, did not see enough of the staff itself during the course of the program. Of the roughly 28% of the teachers who thought that the staff was wither not much help or a total loss, most of them stated flatly that the program staff gave them no help whatever. Such a flat statement would seem to call for an examination of the manner in which the program staff time was spent, and possibly an examination of the time spent with individual teachers, especially those teachers who felt they were having the least success with the program.

In both adequacy of training and satisfaction with program staff assistance, some differences appear among teachers of different grade levels. Primary grade teachers showed the greatest satisfaction with the staff help which they had received, while both elementary and junior high teachers showed the same lesser degree of satisfaction. As for training, the least satisfied with training adequacy were the junior high teachers, with both primary and elementary grade teachers having the same degree of satisfaction with training.

SUMMARY AND CONCLUSIONS

1. Success or failure of the program in general

There appears to be a strong consensus among teachers of social studies that the program in general has been successful; more than 80% of all teachers considered the program at least moderately successful, with about ¼ of the teachers calling it very successful. However, it must be borne in mind that almost 20% of teachers thought the program either not very successful or largely a failure.

The strong points of the program would seem to be the relevance and flexibility of the curriculum and its materials, the opportunity for small group work and class participation, and research training and report presentation, in that order. The weak points in the program are probably that curriculum materials are not as well suited for slow learners, and the lack of curriculum guides, basic texts, and testing materials.

Suggested changes in the program made by the teachers were concentrated in the areas of a wider spectrum of materials suitable for both fast and slow learners, and more guidance in the traditional sense of defined texts and curriculum guides. Increased communication among all elements of the program was also suggested.

2. Teaching environment of the program

Teachers consider that the new social studies program gives them more freedom to teach as they like. Very few teachers thought the program gave them less freedom, with about ¼ of the teachers finding no difference in teaching freedom between the old and new programs. Teachers who thought less freedom existed all specified the fact that they were not free to expand the lesson units as they liked.

3. Discipline problems in the program

About 40% of the teachers saw no difference in discipline problems in the new and traditional programs. Those who stated that more problems existed explained that small group environment and independent research created a climate conducive to misbehavior and some inattention, especially on the part of the slower students. Those who saw less problems in discipline attributed much of this to the flexibility of the materials and the opportunity to involve pupils of all levels of competence. Some teachers suggested that new definitions of the concept of discipline might be needed for the program.

4. Relationship of program to pupil ability

A strong feeling existed on the part of teachers that the program worked better with bright students than with the slower student. More than 3/4 of the teachers who noted this difference said that the curriculum contained elements which were not suitable for the slow learner. Teachers said that the brighter student was better able to use the resource materials on an independent basis, and the better background which he brought to the program was a significant factor in this difference. The small group definition did not appear to be a relevant variable in the difference between fast and slow learners.

5. Teacher training elements of the program

Although ½ of all teachers thought the training given for the program was adequate, on the other hand, ½ of the teachers thought the training given for the program was not adequate, both for themselves as individuals and for the program in general. Although over 70% of the teachers thought the program staff was very helpful or moderately helpful, almost 30% of the teachers thought the program staff was either not much help to them, or a total loss. The chief criticism was the paucity of communication between teachers and the program staff.

SECTION IV

CLASSROOM OBSERVATIONS

Classroom observations were carried out by a team of three trained classroom observers operating simultaneously in each classroom. Two schedules were used for these observations, and are presented in the Appendix as Observation Schedules I and II. The first schedule was completed by each of the observers, acting independently, immediately after leaving the classroom. At the same time as this first schedule was completed, each observer made fairly complete notes of the impressions received in the classroom. From these notes, a second schedule was completed by each observer approximately two weeks after the first observations were made. Each set of ratings was then correlated with each other set, and each scale set for each schedule was correlated with its comparable scale set. The sample size for the classroom observations was seventeen classrooms.

Stated in other terms, the first observation schedule, together with the notes made after the initial classroom observations, were used to develop a set of classroom ratings based upon seven scales and a summary scale which are presented in the next section of this report. Results from the first schedule of four scales were then used primarily to determine the validity of the second evaluation instrument. Scales in schedule I were labeled Classroom Activity, Classroom Atmosphere, Pupil Behavior, and Teacher Behavior. In toto, these scales were designed to pick up information on the actual implementation of the social studies curriculum, and to record the types of interaction between pupils and teachers in the classroom situation.

Schedule II of the classroom observations was divided into seven scales and a summary scale. These scales are labeled as follows:

Scale One	Classroom Atmosphere
Scale Two	Discipline and Control
Scale Three	Teacher Attitude
Scale Four	Pupil Attitudes
Scale Five	Group Work
Scale Six	Subject Matter
Scale Seven	Resource Materials
Scale Eight	Summary Measure

Items which made up each scale were scored +1 for Yes, -1 for No or negative rating, and 0 for Don't Know. A summary score was then obtained for each classroom by adding the individual scale scores.

Table 4.1 gives summary statistics for the five scales on Schedule I. It must be remembered that on Schedule I, small numbers indicate positive responses. The table shows that when all items on the schedule are summed (Summary Scale), the minimum score for any one teacher is 106 and the maximum score for any one teacher is 232. It is evident from this and from the size of the Standard Deviation that there exists a very large range and variability of ratings.

Table 4.1 Summary Statistics Schedule One Classroom Evaluations

	Scale One	Scale Two	Scale Three	Scale Four	Summary
Sample Size	16	16	16	16	16
Minimum Summed Score	14	31	15	43	106
Maximum Summed Score	51	47	42	95	232
Mean Summed Score	30.06	37.25	30.94	69.19	167.44
Standard Deviation	11.58	5.16	8.59	18.20	39.54

Because classroom evaluation ratings on Schedule I were made by all three observers independently, an opportunity is present to estimate inter-observer consistency. Each of the twenty-three items of Schedule I was scored by each of the three raters in each of the seventeen classrooms. The items were assembled into the four sub-scales indicated on the exhibited copy of the schedule, page xvii of the Appendix. Thus, for each rater, there are twenty-three item ratings, four sub-scale ratings, and a grand total. Table 4.2 gives the average inter-rater consistency coefficients; these are averages of three product moment correlation coefficients based on samples most often numbering seventeen. In some classrooms, one or more observers found it impossible to assign ratings for various items. In these rare instances, the sample size is reduced to fifteen or sixteen.

Table 4.2 Inter-Rater Consistency Coefficients of Schedule I, Classroom Evaluation

ITEM	AVERAGE COEFFICIENT	ITEM	AVERAGE COEFFICIENT
1	0.55	12	0.73
2	0.82	13	0.84
3	0.77	14	0.89
4	0.85	15	0.69
5	0.51	16	0.70
6	0.57	17	0.80
7	0.41	18	0.89
8	0.76	19	0.72
9	0.66	20	0.42
10	0.82	21	0.70
11	0.83	22	0.30
		23	0.92
Subscale One	0.77		
Subscale Two	0.91		
Subscale Three	0.57		
Subscale Four	0.89		
Grand Total	0.90		

With a few exceptions, the coefficients of Table 4.2 are acceptably large. The more interesting, and more useful statistics are the coefficients for the four sub-scales and for the grand total. The coefficient for sub-scale three, Pupil Behavior, is of marginal size (0.57), but the others are quite large, surprisingly so in view of the small sample and the rather large variability in the classroom activities observed.

Table 4.3 which follows gives the data on classroom evaluations using Schedule II for each classroom; Scale Five (Group Work) was not analyzed in the same manner as the other scales because many of the observations were "Don't Know." The Summary Scale was formed by summing the remaining six scales.

Summary Statistics: Classroom Evaluations

	SCALE ONE	SCALE TWO	SCALE THREE	SCALE FOUR	SCALE SIX	SCALE SEVEN	SUMMARY
MINIMUM	-04	-08	-09	-09	-08	-06	-37
MAXIMUM	04	08	09	10	14	06	51
MEAN	0.12	1.12	2.47	1.29	1.82	1.47	8.29

Table 4.3 Teacher Evaluation data Schedule II

CLASSROOM	SCALE ONE	SCALE TWO	SCALE THREE	SCALE FOUR	SCALE SIX	SCALE SEVEN	SUMMARY *
31	04	08	09	10	14	06	51
36	04	08	09	10	14	04	49
26	04	08	09	09	11	06	47
32	04	08	09	08	08	06	43
30	04	02	07	09	07	03	32
13	- 04	05	04	09	10	- 02	22
20	- 02	06	07	03	02	00	16
34	02	02	09	00	00	02	15
25	- 02	- 02	09	- 04	06	05	12
15	00	02	- 01	07	-04	04	08
38	- 02	00	03	- 08	06	05	04
35	02	- 06	- 05	- 02	-04	- 05	- 20
17	- 02	- 06	- 03	- 04	-08	01	- 22
23	- 02	- 04	00	- 07	-08	- 03	- 24
22	00	02	- 09	- 09	-08	00	- 24
16	- 04	08	- 09	- 02	-07	- 01	- 13
19	- 04	- 06	- 06	- 07	-08	- 06	- 37

* Sums do not include 0 scores. However, inclusion of these scores would not materially affect the rankings.

Table 4.3a Rankings Under Observation Scales Schedule II

TEACHER	SCALE ONE	SCALE TWO	SCALE THREE	SCALE FOUR	SCALE SIX	SCALE SEVEN	SUM	RANK	RANK:RAW SCORE
31	3	2.5	3.5	1.5	1.5	2	14	1	1
36	3	2.5	3.5	1.5	1.5	6.5	18.5	3	2
26	3	2.5	3.5	4	2	2	17	2	3
32	3	2.5	3.5	6	4	2	21	4	4
30	3	8.5	7.5	4	5	8	36	5	5
13	16	6	9	4	3	14	52	8	6
20	12	5	7.5	8	8	11.5	52	8	7
34	6.5	8.5	3.5	9	9	9	45.5	6	8
25	12	12	3.5	12.5	6.5	4.5	51	7	9
15	8.5	8.5	12	7	10.5	6.5	53	10	10
38	12	11	10	16	6.5	4.5	60	11	11
35	6.5	15	14	10.5	10.5	16	72.5	12	12
17	12	15	13	12.5	14.5	10	77	14	13
23	12	13	11	14.5	14.5	15	80	15	14
22	8.5	8.5	16.5	17	14.5	11.5	76.5	13	14
16	16	17	16.5	10.5	12	13	85	16	16
19	16	15	15	14.5	14.5	17	92	17	17

A high degree of correspondance was found between rankings based upon each of the two schedules. The summary scores for each schedule had a correlation of .828 . Furthermore, there are several pairs of scales which assess similar types of activities; e.g., Scale Two of Schedule I (Classroom Activity) is similar in content to Scale One of Schedule II (Classroom Atmosphere), Scale Four and Three of Schedule I (Teacher Behavior, Pupil Behavior) are similar to Scales Three and Four of Schedule II (Teacher Attitude, Pupil Attitude). Again, the pairwise correlation coefficients (Table 4.4) for these three comparisons are large: Scales One = .53, Scales Three = .83, and Scales Four = .71 . These data show clearly that the observation team validly and consistently rated the classrooms on these dimensions; there is only an extremely small probability that statistics this large could have arisen by chance.

Table 4.4 Correlation Matrix; 12 Rating Scales on Two Classroom Evaluation Schedules

	SCHEDULE TWO							SCHEDULE ONE				
	SCALE ONE	SCALE TWO	SCALE THREE	SCALE FOUR	SCALE SIX	SCALE SEVEN	SUMMARY	SCALE ONE	SCALE TWO	SCALE THREE	SCALE FOUR	SUMMARY
SCHEDULE 1 SCALE 1	1.00											
SCHEDULE 1 SCALE 2	0.62	1.00										
SCHEDULE 1 SCALE 3	0.55	0.74	1.00									
SCHEDULE 1 SCALE 4	0.61	0.74	0.64	1.00								
SCHEDULE 1 SCALE 6	0.56	0.80	0.84	0.74	1.00							
SCHEDULE 1 SCALE 7	0.57	0.65	0.69	0.49	0.67	1.00						
SCHEDULE SUMMARY	0.71	0.90	0.89	0.85	0.93	0.76	1.00					
SCHEDULE 2 SCALE 1	-0.53	-0.54	-0.82	-0.59	-0.80	-0.57	-0.75	1.00				
SCHEDULE 2 SCALE 2	-0.52	-0.75	-0.82	-0.72	-0.82	0.55	-0.83	0.75	1.00			
SCHEDULE 2 SCALE 3	-0.54	-0.66	-0.60	-0.71	0.81	0.59	0.76	0.69	0.62	1.00		
SCHEDULE 2 SCALE 4	-0.42	-0.55	-0.86	-0.49	-0.78	-0.60	-0.72	0.90	0.70	0.65	1.00	
SCHEDULE 2 SUMMARY	-0.53	-0.65		-0.65	-0.87	-0.64	-0.83	0.96	0.81	0.80	0.96	1.00

In order to determine which of the six scales carried the major portion of the variability in the overall (summary) ratings, a stepwise multiple regression was performed on these data. This was done to determine how well each of the six subscales predict the rankings made on the basis of the summary scale. That is, teacher 31, with summary score 51, was assigned rank 1, while teacher 19, with summary score 37, was assigned rank 17. Virtually all the variability in the rankings was found to be attributed to variability on Scales Three and Four. The multiple correlation coefficient of rankings with Scales Three and Four is 0.97 . Recall that Scale Three assesses teacher attitude, while Scale Four is concerned with pupil attitudes.

The correlation coefficient of Scale Three along with the summary rankings is 0.87, while that of Scale Four along with these rankings is 0.83 . This means that either of these scales alone will reproduce the summary rankings.

A few of the items of Scale Three are:

Children feel free to turn to teacher.
Teacher is concerned about pupils and has respect for them.
Teacher is patient and relaxed.

A few of the items of Scale Four are:

Pupils respect and like teacher.
Pupils respect each other.
Pupils share material and experiences well.

The items used in Scales Three and Four indicate that the atmosphere of mutuality, the respect and common purpose within the classroom, and the general teacher-pupil relationships are the primary aspects being scaled. Because these two scales are so highly predictive of the summary ratings it becomes evident that the summaries are ordering the classrooms on the same items; i.e., those of respect, and a mutual atmosphere of sharing and common purpose in the classrooms.

There is a high degree of covariance among all seven scales. Table 4.5 is a correlation matrix, having the seven scales plus the summary scale as rows.

Given the sample size, 17, every coefficient in the table is statistically significant, when a formula relating the Standard Error to the number of observations is used.

Table 4.5 Classroom Evaluation Scales Correlation Matrix

	SCALE ONE	SCALE TWO	SCALE THREE	SCALE FOUR	SCALE SIX	SCALE SEVEN	SUMMARY SCALE
SCALE ONE	1.0						
SCALE TWO	0.62	1.0					
SCALE THREE	0.55	0.74	1.0				
SCALE FOUR	0.61	0.74	0.64	1.0			
SCALE SIX	0.56	0.80	0.84	0.74	1.0		
SCALE SEVEN	0.57	0.65	0.69	0.48	0.67	1.0	
SUMMARY SCALE	0.71	0.90	0.89	0.85	0.93	0.76	1.0

Each entry of the last row of Table 4.5 is a part-whole correlation coefficient. It is not surprising, therefore, that this last row is all positive. Nonetheless, the sizes of these six statistics indicate that classroom rankings based on the summary scale scores can be taken with a high degree of confidence, as surrogates for any of the scale scores individually. It is expected, in view of the content of the scales and in view of the high predictive value of the scale scores to the summary rankings, that these classroom rankings possess a high degree of validity.

Further evidence of the validity of the Evaluation Scale is as follows.

The Social Studies Curriculum Project staff nominated several teachers as being ralatively effective in using the new curriculum in their classrooms. Several degrees of positiveness were recorded by the staff. Only those accorded "positive" or "positive plus" ratings are used in the following comparisons (i.e., those judged "positive -," "positive-neutral," or "positive-can't deliver" were not included). Without knowledge of the social studies staff ratings, classroom evaluation ratings were made of six of the teachers judged "positive" or "positive-plus." As can be seen in Table 4.6 following, these six classrooms with the on exception of classroom 19, received relatively high ratings on the classroom evaluation schedule.

Table 4.6 Summary Evaluation Ratings of Six Staff-Nominated Teachers

TEACHER	19	20	25	26	31	32
SUMMARY RATING	-37	+16	+12	+47	+51	+43

The data of Table 4.6 provide further evidence for the validity of the classroom evaluation procedure.

The arrangement of the classroom evaluation data by stratification on grade level is also informative. The observation team visited classrooms at several grade levels: Grades 2, 4, 6, 7, 8, and 9. Table 4.7 presents the evaluation rating scale means under Schedule I by grade level, with the two lowest grades observed eliminated and the two highest classified for convenience as a single stratum.

Table 4.7 Classroom Evaluation Scale Means by Grade Level

	N	Scale One	Scale Two	Scale Three	Scale Four	Scale Five	Scale Six	Scale (Summary) Seven
Grade 6	4	4.0	6.5	8.5	9.0	10.0	5.25	43.25
Grade 7	5	2.0	1.4	3.8	1.6	1.2	0.8	6.8
Grades 8, 9	4	-2.5	-4.5	-6.75	-5.5	-7.75	-1.5	-28.5

An inspection of Table 4.7 reveals that the evaluation scale means decrease in a fairly regular pattern as the grade level increases. This evidence suggests that the program declines in effectiveness in proportion with the increasing grade level of the student or at least that it is less effective when begun at a later age. The likelihood of this interpretation is reduced when the factor of intelligence differences, as measured by I.Q. scores, is considered with the mean evaluation rating for each grade. Table 4.8 presents the summary statistics in connection with the mean I.Q. for each grade level. From this table it is evident that the decrease in rating means corresponds to a decrease in mean I.Q. scores in the higher grades.

Table 4.8 Classroom Evaluation Scale means and Average I.Q. by Grade Level

Grade	N	Scale Seven (Summary)	Mean I. Q.
6	4	43.25	106.5
7	5	6.8	94.2
8,9	4	-28.5	90.0

The data of Tables 4.7 and 4.8 indicate that the appropriate procedure for contrasting grade level differences on the classroom evaluation scales requires the statistical removal of grade level I.Q. differences. But when the indicated analysis of covariance was attempted, it was found that the within-class regression coefficients were markedly different across the grade-level groupings. This procedure indicated that the analysis of covariance was no longer applicable. Table 4.7 indicates that there are differences in measured classroom effectiveness across grade levels. Table 4.8 suggests that to a large degree these differences arise through grade level I.Q. differences. Because the analysis of covariance does not apply to these data, it is impossible to measure to what degree the differences in effectiveness relate to differences in I. Q.

A validity measure of the classroom observation scales was devised by means of a comparison of the rankings given the classrooms. On the basis of the observers' ratings, two groups consisting of five classrooms each were isolated for comparison, with those judged by the observers to be most effective in one, and those least effective in the other. It will be recalled that there is a great deal of variability in these observation ratings. The summary measure in Table 4.3 for instance, ranged from -37 to +51; summary statistics were given at the bottom of this table.

Certain items on this schedule were chosen by the Social Studies Staff as having, in their opinion, the most importance in discriminating among teachers in terms of fulfilling the needs of the new curriculum and in maintaining the desired teaching style. The whole of scale five, Group Work, which was not considered in any other analysis of this schedule, was felt to be important by the staff and has therefore been considered in this context.

When the five highest ranked classrooms were compared with the five receiving lowest ratings on the items of this scale, the results were as follows:

Table 4.9 Scale Five - Group Work

ITEM	STATEMENT	HIGHEST RANKING Yes	HIGHEST RANKING No	LOWEST RANKING Yes	LOWEST RANKING No
34	Pupils work in groups.	5	0	1	4
35	Groups seem not to have been picked by teacher.	3	1	0	0
36	Groups work weel together rather than bickering and fooling.	3	1	0	0
37	Group chairmen do not appear to be dominating entire course for group.	3	1	0	0
38	Groups small enough to work well together.	4	0	0	0
39	Groups Appropriate to size of job at hand.	4	0	0	0
40	Groups not comprised homogeneously according to talent.	4	0	0	0

This table reveals a high correlation between classrooms with high observation ratings and those utilizing group work as a regular means of instruction. The highest ranking classes, without exception, employ group work techniques while only one of the lowest ranked works with groups. Further aspects of the "Group Work" concept will be discussed later in this section. Again, considering the schedule, a majority of the five highest were rated positively on each of the remaining items. Details could not be judged at all for the one low rated classroom using group work, indicating that very little group work must in fact have been done. It is important to remember that the summary ratings were made without including the Group Work category. There is here, then, an independent measure which shows that the observers were remarkably consistent in rating the classrooms. It is interesting as well to compare the highest and lowest rated classrooms on several other items. Once again, responses are consistently more positive from the highly rated group than from that poorly rated.

Table 4.10 Consistency Comparison - Other Items

ITEM	STATEMENT	HIGHEST RANKING Yes	HIGHEST RANKING No	LOWEST RANKING Yes	LOWEST RANKING No
2	Room used functionally to facilitate the Social Studies Curriculum.	5	0	1	4
9	Pupils work well and independently.	5	0	1	4
13	Children fell free to turn to teacher.	5	0	2	3
23	Teacher is imaginative in approach to material.	5	0	0	5
45	Teacher uses subject matter and lesson plan to help pupils learn to think.	5	0	0	5
59	Teacher serves as a resource person to aid and direct rather than dictate use of materials.	5	0	0	3
60	Teacher answers pupil's questions or directs him to the answer.	5	0	1	3

This chart seems self-explanatory. Where the lowest rating total is less than five, the statement simply could not be applied to one or more of the classrooms in question.

The clear and consistent division between the highest ranking classrooms and the lowest ranking is interesting in itself. It also certainly lends evidence that the observers were discriminating upon criteria seen as important in the implementation of the new Social Studies Curriculum.

Summary and Conclusions

1. The classroom observation scales developed for this study are both reliable and valid, and can be used as one of the measures of the relative success of the social studies program.

2. Most of the variability among classrooms is defined by the two sub-scales of the observation instrument which are concerned with teacher-pupil relationships and general classroom atmosphere which is informed by mutual sharing an d common purpose. It is probable that these two sub-scales alone might be used as measures of evaluation of the program.

3. There is some evidence that the social studies program declines in effectiveness as the grade level of the program increases. This implies that the program is more effective when begun at an early grade level.

4. There is a high correlation between classrooms with high observation ratings and those using group work as a regular means of instruction.

5. Striking differences exist between the highest rated and lowest rated classrooms in certain variables such as the functional use of the classroom, teaching methods, and the use which the teacher makes of the program materials.

6. There is a possibility that classroom ratings are closely related to the intelligence of the students in the particular class. This relationship is examined in the following section.

SECTION V

COMPARISON OF CLASSROOM EVALUATION AND PUPIL ATTITUDE INTELLIGENCE RATING

The validity of the student attitude questionnaire was studied in Section I, pages 6-8 . It was determined to be a useful measure of attitude for this study. The classroom observation ratings were also tested for reliability and found to represent an accurate prediction of teaching effectiveness. This study is made in Section IV, pages 63-78 .

A comparison of the activities in some classrooms and the attitudes and intelligence of students in the rooms was made to determine what connection exists between these two elements.

For this comparison, the classes were divided into two groups. The first, group H, consisted of the four classes that received the highest rating in the evaluation made by the team of observers. In contrast, the second group, group L, was made up of the four classes receiving the lowest rating. A mean of the students' attitudes, as determined by a study of the attitude questionnaire which the children had completed, was taken for those students whose classes made up group H (highest) and those of group L (lowest).

Means for each group were then compared under the seven student attitude scales (see pages v - vii of the Appendix) which represent a selection of related questions from the attitude questionnaire. These scales are geared to reveal students' attitudes and reactions toward specific aspects of their social studies classes, both in terms of curriculum and teaching methods. A numerically high mean under a specific scale thus indicates a particularly strong positive attitude among the students of that group. When the means for group H were compared with group L, a significant difference was discovered between the attitudes of the student groups under Scale Two, Scale Six, and Scale Eight.

Table 5.1 Analysis of Variance/Covariance of Student Attitude Measures Adjusted for I.Q.

SCALE	GROUP	MEAN	ADJ. MEAN	SE. ADJ. MEAN	REGR. COEF.	SE. REGR. COEF.	F	ADJ. F
1	H L	14.74 14.22	14.63 14.42	0.18 0.24	0.028	0.010	0.797	0.430
2	H L	10.74 10.10	10.71 10.16	0.18 0.24	0.017	0.010	5.24**	2.99*
3	H L	4.66 4.56	4.62 4.62	0.12 0.16	0.008	0.007	0.29	0.00
5	H L	8.40 7.94	8.31 8.09	0.26 0.35	0.023	0.015	1.07	0.22
6	H L	8.99 8.26	8.81 8.56	0.20 0.28	0.042	0.012	5.29**	0.47
8	H L	38.84 37.92	38.66 38.21	0.35 0.47	0.044	0.020	2.78*	0.53

Using the unadjusted mean, the F-statistic, which tests the significance between the group means, in each case is very high at 5.24, 5.29, and 2.78 respectively, based on 1 and 133 degrees of freedom. These high F-statistics indicate a large degree of difference between the groups. A slight difference was also detected in Scale Five, (F-statistic = 1.07) but it was not strong enough to meet conventional statistical significance criteria. Scale Two grouped questions to which a positive reaction would show that a student carried his interest in social studies beyond the classroom, that he found social studies relevant to his life outside of school. Scale Six measured the student's perception of his relationship with his parents. A strong positive tendency here reveals an encouraging parent-child relationship, or a home atmosphere that stimulates and supports the student. Scale Five, having a noticeable but statistically insignificant difference, is geared to measure the student' s perception of the teacher-student relationship in the classroom. Scale Eight is a summary of the seven scales comprising the questionnaire.

The adjusted F-statistic tests the difference in mean attitude with the intelligence factor as measured by I. Q. ratings statistically controlled. As indicated by the F-statistic, the differences recorded between group H and group L under scales six, parental relationship, and eight, the summary, are sharply affected when the differences in the average intelligence quotient of the students are statistically removed. Without this factor of intelligence, the previously significant differences between the groups disappear, indicating that intelligence ratings are probably the determining factor of student attitude in these cases.

Still using the adjusted mean, the apparent, but not significant difference under scale five also is eliminated. Under Scale Two, titled "Student interest beyond the classroom," however, the strong difference between the groups remains significant, although it declines somewhat, despite the removal of the intelligence factor. The F-statistic is reduced from 5.24 to 2.99, both of which are significant under these degrees of freedom. It is interesting to note, that with the I. Q. difference between students controlled, children in the highest rated classes, group H, still have a significantly stronger positive reaction to questions dealing with the relevance of social studies to their everyday life.

These findings are again supported when the observers' ratings of teachers are placed in comparison with the intelligence of the students. (See Table 5.2) Classes with a large number of students having I. Q.'s of greater than 110 were considered in relation to the ratings given the teachers of those classes by the observers. It should be recalled from Section IV that teachers who ranked high were observed to be most effective in employing the methods of the new curriculum for social studies in their classes. Ranks were given from 1 - 17 with number 1 being the highest rating and 17 the lowest. Ranks for each teacher were determined on the basis of a summary of the accumulated ratings made by the observing team. The highest summary rating corresponding with the first ranking is 51; the rating for rank 17 is -37. The proportion of high ($>$110) and low ($<$90) I. Q. students in the classes of each ranked teacher were stated as percentages of the total class taught by that teacher, then the mean I. Q. of the entire class was indicated. The relationship of these figures is generally consistent. The highest ranking teachers in terms of the classroom observations regularly were revealed to have classes with a high proportion of students with a high proportion of students with I. Q!s greater than 110 and mean I. Q. approaching or exceeding average.

Table 5.2 Comparison of Summary Classroom Evaluation and Student IQ

RANK	TEACHER	SUMMARY RATING	PROPORTION IQ <90	PROPORTION IQ >110	MEAN IQ
1	31	51	0.08	0.58	111
2	36	49			
3	26	47	0.05	0.81	116
4	32	43	0.20	0.32	100
5	30	32	0.30	0.26	99
6	13	22	0.50	0.00	91
7	20	16	0.38	0.21	96
8	34	15			
9	25	12	0.50	0.00	84
10	15	08	0.13	0.13	101
11	38	04			
12	35	-20			
13	17	-22	0.44	0.04	94
14	23	-24	0.30	0.04	99
15	22	-24	0.55	0.05	89
16	16	-31			
17	19	-37	0.58	0.00	87

Teachers ranking 1 and 3 (rated 51 and 47 respectively) work with classes of which more than 50% are students having superior measurable intellects and less than 10% of the students' intellectual capacities are measured under 90. The mean intelligence of these classes are both well over average. The teachers rated lowest on the ranking scale also follow the pattern with classes having large proportions of low I. Q. students, virtually none with a high measured intelligence, and a mean of less than average for the entire class. An interesting exception was observed in the case of teacher number 25 (rank 9). The summary rating was 12, a rating several points higher than the average for these teachers, yet 50% of the class had I. Q.s less than 90, none were measured higher than 110 and the mean of these students falls at a low 84. This teacher had high ratings on the Teacher Attitude Questionnaire (Appendix pages viii - x) under the important areas of teacher attitude (Scale 3), pupil attitude (Scale 4), subject matter (Scale 6), and resource material (Scale 7); whereas the low ratings appeared under classroom atmosphere (Scale 1), and discipline and control (Scale 2). The discrepancy of these ratings for this teacher may be due to the extra control necessary to teach effectively students with the short attention span characteristic of the slower learner. Aside from this exceptional example, the statistics indicate that teachers who were observed to be most effective in implementing the new curriculum were those working with classes having a large proportion of average or superior students. The least effective classes were those in which the majority of students fell below average in measurable intelligence.

Table 5.3 is the attitude scale correlation matrix. This is a correlation of the observation ratings made by the team of observers and the I.Q. of the students in their classes. The most informative statistics are in column 7, the summary scale for all the ratings. The summary information is correlated with the proportion of high and low I.Q. students, then with the mean I.Q. of the students. The observation team's ratings were collected under seven scales of which six were considered relevant for this comparison. (A discussion of the validity of these scales can be found in Section IV, page .

SCALES USED FOR CLASSROOM RATINGS:

Scale One	Classroom Atmosphere
Scale Two	Discipline and Control
Scale Three	Teacher Attitude
Scale Four	Pupil Attitudes
Scale Six	Subject Matter
Scale Seven	Resource Materials
Scale Eight	Summary of preceding observation ratings

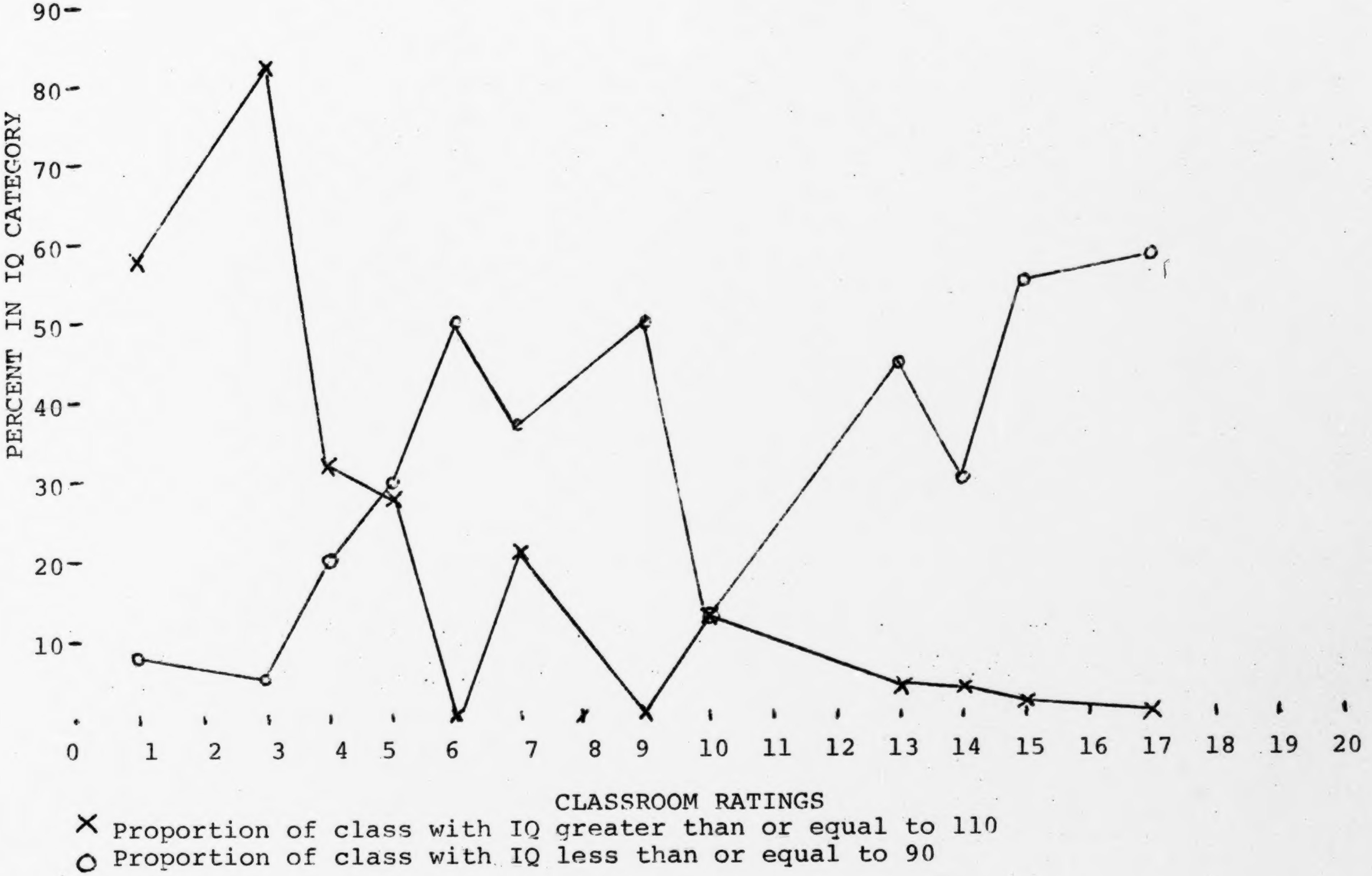
Table 5.3 Classroom Ratings and Class I. Q.'s

	SCALE ONE	SCALE TWO	SCALE THREE	SCALE FOUR	SCALE SIX	SCALE SEVEN	SUMMARY SCALE	PROP. IQ<90	PROP. IQ>110	MEAN IQ
SCALE 1	1.0									
SCALE 2	0.62	1.00								
SCALE 3	0.55	0.74	1.00							
SCALE 4	0.61	0.74	0.64	1.00						
SCALE 6	0.56	0.80	0.84	0.74	1.00					
SCALE 7	0.57	0.65	0.69	0.49	0.67	1.00				
SUMMARY SCALE	0.71	0.90	0.89	0.85	0.93	0.76	1.00			
PROPORTION IQ <90	-0.77	-0.61	-0.55	-0.70	-0.50	-0.70	-0.70	1.00		
PROPORTION IQ >110	0.81	0.71	0.59	0.64	0.65	0.66	0.76	-0.82	1.00	
MEAN IQ	0.75	0.61	0.48	0.65	0.49	0.56	0.66	-0.94	0.91	1.00

The summary observation ratings of the classes correlate to a high negative degree (-.70) with the proportion of those classes having low, less than 90, I.Q.'s. This indicates that those classes found less effective have a concentration of students with low I.Q. scores. An equally, but positive correlation (.76) exists between the observation ratings and classes with a high proportion of 110 or greater I.Q. students, showing that high ratings tended to favor classes with large percentages of intellectually superior students. The mean I.Q. scale also correlates highly (.66) with classroom ratings, again equating the favorable rating with the high I.Q. students.

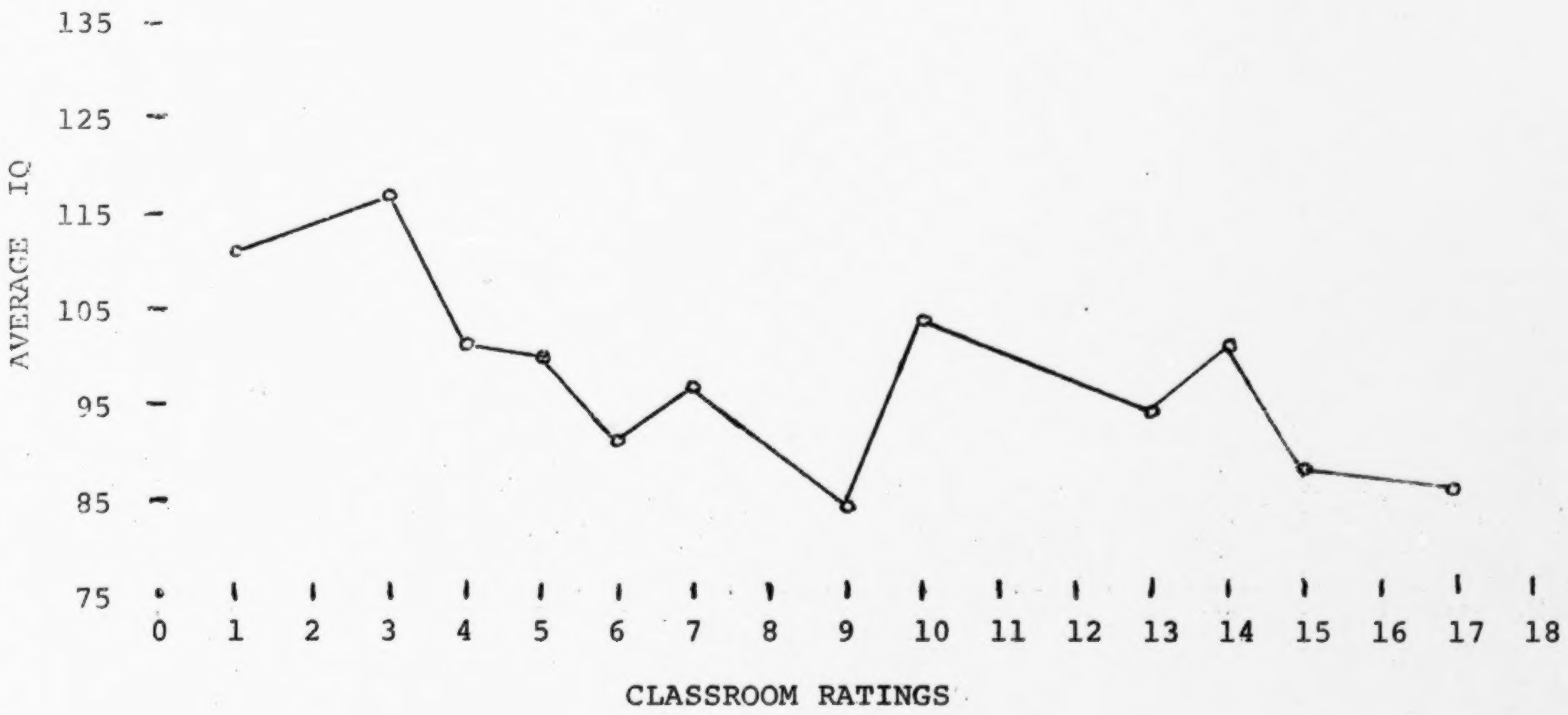
Graph 5.1 shows the relationship between classroom ratings and the proportion of students in each class who have I.Q.'s 110 or more or 90 and less. It can be seen that in general, the higher the I.Q. the higher the classroom rating, and similarly, the lower the I.Q. the lower the classroom ranking. The pattern would probably have been more clear if the dividing point for the higher I.Q. had been 100 in place of 110 and over.

Graph 5.1 CLASSROOM RATINGS BY PERCENT IN SPECIFIED IQ CATEGORIES



Graph 5.2 illustrates the direction of the mean student I.Q. in terms of the classroom rankings. A slight drop in the average student I.Q. can be observed as the rankings of the classroom's approach 17.00 or the lowest rating. This drop is significant, however, only as it charts the difference between the two highest (ranks 1 and 3) and two lowest (ranks 15 and 17) ranked classrooms. Should the four classrooms comprising the two highest and two lowest ranks be removed from consideration, there is no significant change in the mean I.Q. line.

Graph 5.2 CLASSROOM RATINGS BY AVERAGE IQ



Turning now to the individual items of the student attitude questionnaire, Table 5.6 compares the responses of students in the Highest rated four classrooms with the responses of students in the Lowest four classrooms. The table gives two statistical measures of association: a correlation coefficient computed on coded table entries and a chi-square statistic. Six of the chi-square statistics, for items 06, 22, 29, 31, 36, and 41, are statistically significant. Of these six items, there are three--items 22, 29, and 31--that favor the students lowest rated classrooms; that is, a higher percentage of students in low rating classes responded positively to these three questions than students in high rating classes. The six items with significant chi-square statistics are the following:

Item 06.	I like almost everything about school.
Item 22.	I get angry with myself if I don't do as well as I should in my social studies class.
Item 29.	I concentrate better in social studies than in other classes.
Item 31.	I would rather get a good mark in social studies than in other classes.
Item 36.	My social studies teacher feels that I am smart.
Item 41.	My parents feel that I am smart.

The significantly different item response rates noted above seem most closely related to school success. To illustrate, children in high-rated classes do not claim to concentrate better in social studies than in other classes; perhaps these children make a greater effort, on the average, to concentrate in all classes than children in low-rated classes. There is, indeed, a large difference in the average intelligence (as measured by I. Q.) of the children in these two groups of classrooms which is confounded with the High-Low ratings.

Table 5.4 Comparison of "High and Low" Classrooms on Individual Items of Student Attitude Questionnaire

ITEM OR QUESTION NUMBER (see Appendix, page i-ii)	GROUP RANKING	MOSTLY NO	MOSTLY YES	TOTAL	CORRELATION COEFICIENT	CHI SQUARE STATISTIC
01.	High	57	49	106	-.080	0.20
	Low	37	44	81		
02.	High	29	77	106	.011	0.02
	Low	23	58	81		
03.	High	17	89	106	-.017	0.05
	Low	12	69	81		
04.	High	45	59	104	.024	0.11
	Low	37	44	81		
05.	High	67	38	105	-.051	0.49
	Low	47	33	80		
06.	High	34	71	105	.280	14.62**
	Low	49	32	81		
07.	High	20	85	105	.042	0.33
	Low	18	62	80		
08.	High	42	60	102	.119	2.57
	Low	42	37	79		
09.	High	49	57	106	-.050	0.46
	Low	33	47	80		
10.	High	85	21	106	.062	0.72
	Low	68	12	80		
11.	High	53	52	105	-.036	0.24
	Low	37	42	79		
12.	High	55	49	104	.041	0.30
	Low	45	34	79		
13.	High	43	63	106	-.044	0.36
	Low	29	51	80		
14.	High	66	39	105	.052	0.51
	Low	55	26	81		
15.	High	57	48	105	.041	0.31
	Low	45	32	77		

Table 5.4 Continued

ITEM OR QUESTION NUMBER (see Appendix, page i-ii)	GROUP RANKING	MOSTLY NO	MOSTLY YES	TOTAL	CORRELATION COEFFICIENT	CHI SQUARE STATISTIC
16.	High	52	52	104		
	Low	44	36	80	.049	0.45
17.	High	82	18	100		
	Low	60	20	80	-.085	1.31
18.	High	45	57	102		
	Low	40	40	80	.058	0.62
19.	High	54	51	105		
	Low	47	34	81	.065	0.80
20.	High	46	59	105		
	Low	33	48	81	-.031	0.18
21.	High	79	26	105		
	Low	51	29	80	-.125	2.86
22.	High	45	59	104		
	Low	22	59	81	-.161	5.11*
23.	High	34	65	99		
	Low	33	46	79	.077	1.03
24.	High	36	68	104		
	Low	21	58	79	-.086	1.35
25.	High	25	73	98		
	Low	22	57	79	.026	0.12
26.	High	59	43	102		
	Low	49	32	81	.027	0.13
27.	High	31	69	100		
	Low	24	56	80	-.011	0.02
28.	High	46	54	100		
	Low	47	33	80	.127	2.89
29.	High	72	29	101		
	Low	38	42	80	-.242	10.60**
30.	High	22	81	103		
	Low	14	63	77	-.039	0.28

*p .05
**p .01

Table 5.4 Continued

ITEM OR QUESTION NUMBER (see Appendix, page i-ii)	GROUP RANKING	MOSTLY NO	MOSTLY YES	TOTAL	CORRELATION COEFFICIENT	CHI SQUARE STATISTIC
31.	High	66	32	98	-.251	11.06**
	Low	33	45	78		
32.	High	62	40	102	.069	0.87
	Low	54	26	80		
33.	High	18	85	103	-.069	0.86
	Low	10	70	80		
34.	High	86	16	102	-.027	0.13
	Low	65	14	79		
35.	High	18	78	96	.148	3.78
	Low	24	52	76		
36.	High	36	60	96	.205	7.13*
	Low	43	31	74		
37.	High	34	59	93	.096	1.56
	Low	35	41	76		
38.	High	13	82	95	.098	1.61
	Low	15	56	71		
39.	High	24	70	94	.085	1.18
	Low	23	46	69		
40.	High	15	81	96	.043	0.32
	Low	14	60	74		
41.	High	22	71	93	.216	7.80*
	Low	33	42	75		
42.	High	31	64	95	-.012	0.02
	Low	23	50	73		
43.	High	8	88	96	.118	2.40
	Low	12	63	75		
44.	High	19	77	96	.070	0.83
	Low	19	55	74		

* p .05

Table 5.5 gives another comparison of the item responses of students in four classrooms which received high ratings on the classroom observation schedule (called High group in the following) with the responses in four classrooms which received low ratings from the observation team (called Low group). In order to provide (partial) control over average I. Q. difference among these two groups of students, the High group was taken in this contrast to be the four classrooms rated 3, 4, 5, and 6: i.e., the classrooms rated 1 and 2 were replaced with those rated 5 and 6 because the first and second-rated classrooms have atypically high average class I. Q.'s. The Low group was taken to be the four classrooms among those from which there were student attitude questionnaire data, which received the lowest ratings on the classroom observation schedule. With the High and Low groups constituted in this way, the average I. Q. was 96.7 in the adjusted High group and 93.6 in the Low group; this small difference is not statistically significant.

Table 5.5, which gives a frequency tally of yes and no responses for the High and Low groups separately, also reports the associated correlation coefficient and a test of significance by Chi-Square methods. A positive correlation coefficient for a given item indicates that the proportion of the High group answering "Mostly Yes" to the item was higher than the proportion answering in that manner in the Low group. Of the forty-four contrasts in Table 5.5, fifteen "favor" the Low group. Here "favor" means that the item is answered relatively more frequently in the direction taken by the staff to be more positive attitudinally. On several of the items, the group differences are quite large. A Chi-Square statistic larger than about 5.0 indicates that this difference is statistically significant (two-tailed, .05 level). There are eight statistically significant Chi-Square statistics in Table 5.5. These are:

04. It is easy for me to keep interested in my work in social studies class.

06. I like almost everything about school.

07. Social studies is an interesting subject.

11. Students talk too much in social studies class.

15. In social studies class, I study just hard enough to get by, rather than hard enough to do well.

25. I would rather learn things the way they are taught in this social studies class than the way they are taught in other classes.

36. My social studies teacher thinks that I am smart.

Of these eight items, only item fifteen "favors" the Low group. It seems clear from these eight item comparisons that the students in the High group have more positive study attitudes, on the average, than the Low group. The response differentials in the first three of the above list of eight are particularly interesting: relative to those in the Low-rated classrooms and students in the High-rated classrooms are more likely to see social studies as an interesting subject, are more likely to find it easy to keep interested in social studies class-work, and are more likely to claim to like almost everything about school.

Table 5.5 Comparison of "Low and adjusted High" ranking classrooms on Individual Items of Student Attitude Questionnaire

ITEM OR QUESTION NUMBER (see Appendix, page i-ii)	GROUP RANKING	MOSTLY NO	MOSTLY YES	TOTAL	CORRELATION COEFFICIENT	CHI SQUARE
01.	High Low	54 37	47 44	101 81	-.077	1.09
02.	High Low	17 23	85 58	102 81	0.141	3.64
03.	High Low	21 12	81 69	102 81	.075	1.02
04.	High Low	24 37	77 44	101 81	0.231	9.69**
05.	High Low	51 47	49 33	100 80	.077	1.08
06.	High Low	32 49	66 32	98 81	0.278	13.87**
07.	High Low	10 18	88 62	98 80	0.168	5.02*
08.	High Low	40 42	57 37	97 79	0.119	2.49
09.	High Low	39 33	62 47	101 80	-.027	0.13
10.	High Low	83 68	18 12	101 80	-.038	0.26
11.	High Low	64 37	36 42	100 79	-.172	5.29
12.	High Low	43 45	57 34	100 79	0.139	3.44
13.	High Low	76 51	25 29	101 80	0.125	2.82
14.	High Low	56 55	43 26	99 81	0.116	2.42
15.	High Low	37 45	65 32	102 77	-0.220	8.69*

* p .05

Table 5.5 Continued

ITEM OR QUESTION NUMBER (see Appendix, page i-ii)	GROUP RANKING	MOSTLY NO	MOSTLY YES	TOTAL	CORRELATION COEFICIENT	CHI SQUARE
16.	High	58	38	96		
	Low	44	36	80	.054	0.53
17.	High	85	14	99		
	Low	60	20	80	0.138	3.39
18.	High	35	57	92		
	Low	40	40	80	0.121	2.49
19.	High	65	36	101		
	Low	47	34	81	-.064	0.76
20.	High	47	52	99		
	Low	33	48	81	.067	0.82
21.	High	63	37	100		
	Low	51	29	80	-.007	0.01
22.	High	36	63	99		
	Low	22	59	81	-.098	1.73
23.	High	31	62	93		
	Low	33	46	79	+.087	1.30
24.	High	29	71	100		
	Low	21	58	79	.027	0.13
25.	High	11	86	97		
	Low	22	57	79	0.210	7.79**
26.	High	71	28	99		
	Low	49	32	81	-0.118	2.53
27.	High	28	70	98		
	Low	24	56	80	-.015	0.04
28.	High	46	52	98		
	Low	47	33	80	0.118	2.46
29.	High	61	36	97		
	Low	38	42	80	-0.154	4.21
30.	High	13	86	99		
	Low	14	63	77	+.069	0.85

**p .01

Table 5.5 Continued

ITEM OF QUESTION NUMBER (see Appendix, page i-ii)	GROUP RANKING	MOSTLY NO	MOSTLY YES	TOTAL	CORRELATION COEFICIENT	CHI SQUARE STATISTICS
31.	High	54	43	97		
	Low	33	45	78	-0.133	3.09
32.	High	63	37	100		
	Low	54	26	80	-.047	0.40
33.	High	14	87	101		
	Low	10	70	80	.019	0.07
34.	High	76	23	99		
	Low	65	14	79	-.068	0.81
35.	High	17	76	93		
	Low	24	52	76	0.154	4.03
36.	High	26	64	90		
	Low	43	31	74	0.294	14.23**
37.	High	33	59	92		
	Low	35	41	76	+.103	1.79
38.	High	14	79	93		
	Low	15	56	71	+.079	1.02
39.	High	17	73	90		
	Low	23	46	69	0.165	4.33
40.	High	9	88	97		
	Low	14	60	74	0.140	3.35
41.	High	21	72	93		
	Low	33	42	75	0.288	8.73**
42.	High	25	70	95		
	Low	23	50	73	+.057	0.55
43.	High	10	83	93		
	Low	12	63	75	+.077	1.00
44.	High	17	78	95		
	Low	19	55	74	+.094	1.50

**p 01

Summary and Conclusions

1. Students with high intelligence quotients show attitudes different from students with low intelligence quotients in the following areas: a) Interest in social studies beyond the classroom; b) Parent-child relationships; and c) The total attitude scale summary of student attitudes. In each case, the high I.Q. student showed a significantly higher positive attitude than did the low I.Q. student.

2. When I.Q. scores were controlled, the most significant difference in student attitudes in classrooms with the highest observation scores and the lowest observation scores was the student attitude toward social studies outside the classroom. This implies that regardless of the intelligence quotient of the student, the higher rated classrooms produce a more significant impact upon the social studies student than do the lower rated classrooms, at least insofar as the student's interest in social studies outside the classroom is concerned.

3. There is a strong relationship between the ranking of the teacher in classroom observations and the average I.Q. of the students in the class. The classrooms scoring highest on the observation scale also had students with the highest average intelligence quotients. In other words, those teachers who were observed to be most effective in implementing the new curriculum were those working with classes having a large proportion of average or superior students.

4. Those classes found to be least effective in implementing the social studies curriculum had concentrations of students with low I.Q. scores.

5. When individual attitude items among students are examined, it is very clear that students exposed to a more effective implementation of the social studies curriculum have different attitudes toward social studies in particular and the

SUMMARY AND CONCLUSIONS

1. The several attitude questionnaires and the indicated sub-scales which they contain are both reliable and valid and conclusions drawn from them are equally valid to the degree indicated in the body of this study.

2. Significant differences in attitudes to social studies in particular and school work in general exist between students in the Providence School System and another urban school system which was used as a control group, although the summary attitude scores of the two groups conceal these differences.The significant differences between the two groups appear in the examination of individual items and sub-scales contained in the study instruments.

3. Children in the Providence schools have much more positive attitudes toward the social science classes which they attend than do students in the control group. There is very little doubt that the more positive attitude of the Providence children is a function of the new social studies curriculum. The majority of the children in the Providence social studies classes perceive a difference between their social studies classes and their other classes, and a large majority of those who perceive the difference also approve of the difference.

4. Attitudinal differences between the Providence children and the control group appear to focus on areas which are significantly related to the Providence social studies curriculum. These areas include such elements as class participation by the students, interest in the subject matter of social studies classes, and desire to succeed in social studies learning situations. These more positive attitudes exist in spite of what appears to be a less favorable previous school experience for the Providence children as against the control group students.

5. Perception of differences between social studies classes and other classes within the Providence school system, and approval of these differences has no relationship to the intelligence quotient of the students. Students with high I.Q.s and students with low I.Q s are equally perceptive of the differences, and equally approve of these differences. Furthermore, both groups of students show the same approval for working in small groups and for class participation.

6. There are significant differences between high I.Q. and low I.Q. students in two areas. The high I.Q. student shows greater interest in social studies outside the classroom, and has much better communication with his parents in discussing his school work in social studies with them.

7. There is some evidence that the effectiveness of the social studies curriculum decreases as the grade level increases, although these grade level differences are not very large, especially when the I.Q.s of the students are controlled.

8. Teachers of the social studies curriculum in the Providence schools have a significantly more positive attitude toward the teaching of social studies than do teachers in the control group. Providence teachers see the problem of keeping order in the classroom as being less important than do the control group; Providence teachers feel that the students should be permitted more freedom than do the control group; and Providence teachers feel much more strongly than do the control group that students should be encouraged to participate in class planning and activities.

9. There is a strong consensus among Providence social studies teachers that the new social studies curriculum has been successful. Among the elements of the program which teachers approve the most are the relevance and flexibility of the curriculum and its materials, the opportunity for small group work and class participation, and training for the student in independent research and presentation of reports.

10. The chief criticisms of the teachers regarding the program were the need for a wider spectrum of materials, especially materials geared to the slow learner, the need for increased communication among all elements of the program, and the need for more guidance in the sense of traditionally defined textx and curriculum guides. The need for more training and staff assistance both before and during the execution of the curriculum was also stressed.

11. There was a strong feeling among Providence teachers that the curriculum worked better with bright students than with slow learners. A majority of teachers said that the curriculum contained elements which were not suitable for the slow learner. However, many teachers attributed the difficulties of the slow learner to the background which the student brought to the class rather than to curriculum deficiencies themselves. Furthermore, the small group definition did not appear to be a relevant variable in the differences between fast and slow learners; most teachers said that the two groups handled the small-group environment equally well. Moreover, teachers saw no appreciable difference in discipline problems between fast and slow learners.

12. Most teachers thought that the training elements of the social studies program were helpful to them, as was the staff of the program. However, a significant number of teachers thought that the training component of the program should be strengthened. This need for more training probably comprehends both the training which the teacher brings to the program, and the training which the teacher receives during the course of the program.

13. Classroom observations seem to show that the social studies program is most successful in classes which are informed by an atmosphere of mutual sharing and common purpose. The key element here appears to be the type of teacher-pupil relationship which prevails in the classroom.

14. There is a very strong relationship between classrooms with a high overall rating and the use of small-group work as a regular means of instruction. The importance of the small-group variable is further defined when the highest ranking and lowest ranking classrooms are compared. The amount and type of small-group work conducted in a particular classroom may be a very good indicator of the relative success with which the program is being implemented.

15. There is a strong relationship between the ranking of the teacher in classroom observations and the average I.Q. of the students in the class. The teachers who were observed to be most effective in implementing the new curriculum were those working with classes having a large proportion of average or superior students. By the same token, it seems clear that those students who are exposed to a more effective implementation of the social studies curriculum have different and more positive attitudes toward social studies in particular and the school in general than students in classes where the implementation is less effective.

RECOMMENDATIONS

The Social Studies Curriculum Project should be continued for the following reasons:

1. The Project has had a significant impact on the students who have been exposed to it. The majority of the students perceive the difference between their social studies classes and their other classes, and like the different elements of the Project. Interest in social studies outside the classroom has increased, and the independent research and small group components of the Project are well received by the students as a whole.

2. The Project has had a significant impact on the teachers who are participating in the Project. A large majority of the teachers in social sciences approve of the new definitions which the Project has introduced in the social sciences. They feel that the freedom to use their initiative in teaching, the flexibility of the curriculum, and the increased opportunity for children to participate in the planning and execution of the Project are significant and important variables, and they approve of them.

3. The Project has had a considerable fallout effect on both students and teachers who are involved in it. The attitudes of students who are participating in the Project differ markedly in many areas from the attitudes of the control group of students who were not exposed to the new curriculum. Similarly, the attitudes of teachers in the Project are significantly different and more positive than the attitudes of the teachers in the control group, both toward social studies in particular, and the total environment of the teaching situation in general.

Elements of the Social Studies Curriculum Project which should probably be changed include the following:

1. The training component of the Project should be strengthened. A relatively large percentage of the teachers involved in the program have cited the need for more training, and such training should be provided for them by the project staff or by consultants employed for this specific purpose.

2. A better screening procedure for selecting teachers for the Project should probably be employed. There is a significantly large percentage of teachers in the Project who do not appear to fit the pattern of the teacher who is capable of successfully implementing the project, or who is even sympathetic with the goals of the Project. This is particularly evident in definitions of classroom discipline, and in the use of small group work in the learning situation.

3. The staff component of the Project should be strengthened. There should be a much stronger and much more continuing relationship between Project staff and the teachers in the program. In one sense, this increased staff would provide the in-service training which teachers in the Project seem to require.

4. More direction should be provided to teachers by the Project staff. This direction might assume various forms. The use of the curriculum guides is one illustration; teachers appear to feel that no curriculum guides in the traditional sense are part of the Project, and that the guides should be geared to one or more text books. It may be that teachers as well as students need direction in designing and conducting research projects, at least of the type which the given curriculum guides of the Project are intended to further.

5. The scope of the materials provided for the Project should be reexamined in the light of the relationship of the materials to the particular grade level, and the suitability of the materials for the slow learner. Although the use of the materials may be a function of the sophistication of the teacher, it seems that use of materials is another area in which more direction should be provided

6. More direction by the Project staff should be provided to teachers in the use of materials outside the materials provided by the Project itself. Teachers vary considerably in their ability to design innovative approaches to social studies even though the freedom to innovate is provided to them in the Project design. It may be that such components of the Project as guest speakers for social studies classes, and arrangements to visit relevant organizations and agencies should be structured by the Project staff rather than be left to the initiative of the individual teacher.

Further evaluation and research should be carried out in the following areas of the Social Studies Curriculum Project:

1. The problem of type and adequacy of training for teachers in the program should be examined in depth. This study should be addressed to the skills which teachers bring to the program as a function of their previous training, and the type and amount of training which teachers should receive as an ongoing element of the Project. Such a study should also assist in defining the functions of the staff of the Project, both in terms of the quantity and quality of teacher-staff relationships needed for optimum implementation of the program.

2. The concept of curriculum guides in the Project needs further study. Something more than the semantic involved is germane here. The definitions of text books and curriculum guides which teachers bring to the program should be analyzed to the end that new definitions can be structured for teachers which will be more useful for Project goals. In this same context, the curriculum materials should be reexamined both for their suitability for specific grade levels, and for their suitability for fast and slow learners. Such a study will help both teachers and students in the use of program materials.

3. The implications involved in structuring social studies classes and the small-group component in these classes in terms of either homogeneous or heterogeneous groups should be observed closely. Although the present study shows clearly that the background, motivation, and intelligence quotient of the student are related to the relative success of the teacher in implementing the social studies project goals, the question of peer-group relationships and their importance in the teacher-pupil relationship as these relationships affect Project goals must be made clearer.

4. The function of the social studies program for grades earlier than the sixth grade needs clarification. There is some evidence in the present study that attitudes of the student toward the Project change with the grade level of the student. It may be that more of the resources of the Project should be focused upon the elementary grade levels. Once more, such a study would sharpen project staff efforts in reaching the Project goals.

5. Finally, careful and continuing objective evaluation of curriculum project activities by an evaluation team independent of the Project staff seems necessary both for monitoring of the program and for future program development.

APPENDIX

STUDENT QUESTIONNAIRE

	MOSTLY NO	MOSTLY YES
1. I prefer to work by myself on school projects.	____	____
2. I like to participate in social studies classroom discussion.	____	____
3. I worry about my grades in social studies.	____	____
4. It is easy for me to keep interested in my work in social studies class.	____	____
5. Homework assignments in social studies are more fun than other homework.	____	____
6. I like almost every thing about school.	____	____
7. Social studies is an interesting subject.	____	____
8. I like working in the library on social studies projects.	____	____
9. My work in social studies has a lot to do with every day life.	____	____
10. I get so interested in my social studies work that I read and and talk about it outside school.	____	____
11. Students talk too much in social studies class.	____	____
12. I like to discuss my social studies work with my parents.	____	____
13. I feel that I am having trouble learning things in social studies this year.	____	____
14. I hope I get called upon to recite in social studies class.	____	____
15. In social studies class, I study just hard enough to get by, rather than hard enough to do well.	____	____
16. I am glad when my social studies class is over.	____	____
17. I give up when I meet difficult problems with my school work.	____	____
18. I think my social studies teacher is more interested in the work I do than in me as a person.	____	____
19. It is better to use only an assigned text book for lessons rather than having the students look for their own material.	____	____
20. My social studies classes are taught differently from other classes.	____	____
21. I like to have my social studies papers read to the class.	____	____

[illegible] [illegible]

22. I get angry with myself when I don't do as well as I should in my social studies class. ____ ____

23. In social studies class, other people think I know what I'm talking about. ____ ____

24. I prefer a teacher who lets the students participate and talk during class, rather than remain silent most of the time. ____ ____

25. I would rather learn things the way they are taught in this social studies class than the way they are taught in other classes. ____ ____

26. I have a hard time concentrating on the subject during social studies class periods. ____ ____

27. The questions on my tests in social studies confuse me because I don't know what they are driving at. ____ ____

28. History means more to me since being in this social studies class. ____ ____

29. I concentrate better in social studies than in other classes. ____ ____

30. It is easier to learn in a class where the atmosphere is friendly, rather than one were the teacher and students are always serious. ____ ____

31. I would rather get a good mark in social studies than in my other classes. ____ ____

32. I prefer a strict teacher to an easy going teacher. ____ ____

33. I prefer learning when a subject is taught as a class discussion, rather than a lecture. ____ ____

34. I would rather be in a class which is lead by the teacher than one lead by the students. ____ ____

(My social studies teacher feels that I am.)

35. A good student.................................. ____ ____
36. Smart........... .... ____ ____
37. One who thinks for himself......................... ____ ____
38. Well liked...... .... ____ ____
39. Well behaved..... .... ____ ____

(My parents feel that I am:)

40. A good student.................................. ____ ____
41. Smart.......... .... ____ ____
42. One who thinks for himself......................... ____ ____
43. Well liked...................................... ____ ____
44. Well behaved.................................... ____ ____

STUDENT QUESTIONNAIRE

SEMANTIC DIFFERENTIAL

STRICT	____	____	____	____	____	EASY GOING
HIGH	____	____	____	____	____	LOW
HAPPY	____	____	____	____	____	UNHAPPY
EDUCATED	____	____	____	____	____	UNEDUCATED
PERSONAL	____	____	____	____	____	IMPERSONAL
STRONG	____	____	____	____	____	WEAK
MILD	____	____	____	____	____	HARSH
LIGHT	____	____	____	____	____	HEAVY
LOOSE	____	____	____	____	____	TIGHT
BAD	____	____	____	____	____	GOOD
SAME	____	____	____	____	____	DIFFERENT
HUMOROUS	____	____	____	____	____	SERIOUS
HARD	____	____	____	____	____	SOFT
CRUEL	____	____	____	____	____	KING

MY PARENTS

LOW _____ _____ _____ _____ _____ HIGH

STRONG _____ _____ _____ _____ _____ WEAK

HEAVY _____ _____ _____ _____ _____ LIGHT

SOFT _____ _____ _____ _____ _____ HARD

DIFFERENT _____ _____ _____ _____ _____ SAME

MILD _____ _____ _____ _____ _____ HARSH

KIND _____ _____ _____ _____ _____ CRUEL

STRICT _____ _____ _____ _____ _____ EASY GOING

GOOD _____ _____ _____ _____ _____ BAD

PERSONAL _____ _____ _____ _____ _____ IMPERSONAL

HAPPY _____ _____ _____ _____ _____ UNHAPPY

SERIOUS _____ _____ _____ _____ _____ HUMOROUS

LOOSE _____ _____ _____ _____ _____ TIGHT

SCALED STUDENT QUESTIONNAIRE

SCALE ONE: Success Orientation; Active interest, participation in Classroom Activities.

#2. I like to participate in social studies classroom discussion.

#4. It is easy for me to keep interested in my work in social studies class.

#7. Social studies is an interesting subject.

#13. I feel I am having trouble learning things in social studies this year. (negative)

#14. I hope I get called upon to recite in social studies class.

#16. I am glad when my social studies class is over. (negative)

#21. I like to have my social studies papers read to the class.

#22. I get angry with myself if I don't do as well as I should in my social studies class.

#23. I social studies class, other people think I know what I'm talking about.

SCALE TWO: Interest in Social Studies work carried beyond the classroom; relevance to student's life.

#5. Homework assignments in social stuides are more fun than other homework.

#7. Social studies is an interesting subject.

#8. I like working in the library on social studies projects.

#9. My work in social studies has a lot to do with everyday life.

#10. I get so interested in social studies work that I need to talk about it outside school.

#12. I like to discuss my social studies work with my parents.

#28. History means more to me since being in this social studies class.

SCALE THREE: Preference for social studies class over other classes.

#5. Homework assignments in social studies are more fun than other homework.

#25. I would rather learn things the way they are taught in this social studies class than the way they are taught in other classes.

#29. I concentrate better in social studies than in other classes.

SCALE FOUR: Preference for classroom freedom.

#11. Students talk too much in social studies class. (negative)

#19. It is better to use only an assigned textbook for lessons rather than having students search for materials. (negative)

#24. I prefer a teacher who lets the students participate and talk in class rather than remain silent.

#30. It is easier to learn in a class where the atmosphere is friendly rather than one where the teacher and the student are always serious.

#32. I prefer a strict teacher to an easy-going teacher. (negative)

#33. I prefer learning when a subject is taught as a class discussion rather than as a lecture.

SCALE FIVE: Perception of teacher-student relationship.

My social studies teacher feels that I am:

#35. A good student

#36. Smart

#37. One who thinks for himself

#38. Well-liked

#39. Well-behaved

SCALE SIX: Perception of parent-child relationship.

My parents feel that I am:

#40. A good student

#41. Smart

#42. One who thinks for himself

#43. Well-liked

#44. Well-behaved

SCALE SEVEN: Inability to do school work; confusion over student role.

#13. I feel I am having trouble learning things in social studies this year. (negative)

#15. In social studies class, I study just hard enough to get by, rather than hard enough to do well. (negative)

#17. I give up when I meet difficult problems with my school work. (negative)

#26. I have a hard time concentrating on the subject during social studies class periods. (negative)

#29. I concentrate better in social studies than in my other classes.

SCALE EIGHT: Summary

Items
2 4 5 7 8
9 10 12 13N 14
15N 16N 17N 19N 20
21 22 24 25 26N
27N 28 29 30 33

N - negative

STRUCTURED TEACHER QUESTIONNAIRE

Here are a series of statements. Each is to be rated according to your feelings. Ratings will be made on the following scale:

SA= STRONGLY AGREE, MA= MILDLY AGREE, MD= MILDLY DISAGREE, SD= STRONGLY DISAGREE

. ___ ___ ___ ___ The teaching of specific skills is the most important function of the social studies program.
SA MA MD SD

___ ___ ___ ___ Teachers increase their chances of directing the work into productive channels by having pupils participate in the planning.
SA MA MD SD

___ ___ ___ ___ In most schools there is too great an emphasis on keeping order in the social studies classroom.
SA MA MD SD

4. ___ ___ ___ ___ Clearly defined behavioral limits promote emotional security for pupils.
SA MA MD SD

5. ___ ___ ___ ___ The effectiveness of a social studies teacher rests upon his ability to maintain proper "social distance" between the pupils and himself.
SA MA MD SD

6. ___ ___ ___ ___ Learning experiences organized around life experiences rather than around subject matter is desirable in social studies.
SA MA MD SD

7. ___ ___ ___ ___ The backbone of the social studies curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matte
SA MA MD SD

. ___ ___ ___ ___ In teaching it is quite essential to cover all the material in the course of study.
SA MA MD SD

. ___ ___ ___ ___ Pupils gain a sense of belonging when the teacher encourages friendship among pupils in the room.
SA MA MD SD

0. ___ ___ ___ ___ If social studies curriculum plans are to be developed, they must go into detail on how course content should be integrated across subjects.
SA MA MD SD

1. ___ ___ ___ ___ Pupils respect teachers who expect them to work hard in school.
SA MA MD SD

2. ___ ___ ___ ___ Work shops and training sessions are important for staff development in the social studies program.
SA MA MD SD

3. ___ ___ ___ ___ Before pupils are encouraged to exercise independent thought in social studies classes they should be thoroughly grounded in the facts and knowledge about the subject.
SA MA MD SD

14. ___ ___ ___ ___ In social studies classes, pupils are motivated to do better work when they feel free to move around the room when the class is in session.
SA MA MD SD

5. ___ ___ ___ ___ Reading [illegible] increases in social studies as quickly as allowing them to [illegible] with problems of their own choosing.
SA MA MD SD

6. ___ ___ ___ ___ It is more important that the child learns how to approach and solve problems than it is for him to master the subject matter of the social studies curriculum.
SA MA MD SD

7. ___ ___ ___ ___ In planning [illegible], social studies teachers should rely heavily on the [illegible] pupils have acquired outside the classroom
SA MA MD SD

SA MA MD SD It is worthwhile to plan lesson units with other members of the social studies department.

SA MA MD SD Learning is enhanced when teachers praise generously the accomplishments of pupils

SA MA MD SD In the interest of good teaching, pupils who repeatedly disrupt the classroom must be disciplined.

SA MA MD SD Pupils learn efficiently the essentials of a social studies topic when every member of the class moves simultaneously through carefully planned lesson sequences.

SA MA MD SD Social studies students should be given more freedom in the classroom than they usually get.

SA MA MD SD Pupils frequently learn much more about social studies under their own initiative than they do under teacher direction.

4. SA MA MD SD Pupils must be made to understand that it is the teacher, not they, who have the responsibility for what is to be learned in class.

5. SA MA MD SD Pupils learn more about the use of the library through direct experience using their own devices than by a series of exercises designed to teach them the logical steps in library procedure.

6. SA MA MD SD Group activity teaches pupils to think and plan together.

7. SA MA MD SD The goals of the social studies curriculum should be dictated by pupil interest and needs as well as the larger demands of society.

8. SA MA MD SD School routines to which the entire school must conform often impose restrictions in the classroom procedure which tend to restrict important avenues for learning in social studies classes.

9. SA MA MD SD Pupils learn to stay alert when they are expected to respond.

0. SA MA MD SD Under ideal conditions pupils would view each social studies teacher as a "specialist" in the subject taught.

1. SA MA MD SD In social studies classes, lessons presented in the form of problems can be rated as the best means of motivating pupils.

2. SA MA MD SD In social studies classes, small group work is one of the best ways of utilizing the contrasting personalities, skills, and interests that pupils have.

x.

Please complete the following information:

1. Sex: ___Male, ___Female

2. Age: ___25 or under, ___26-34, ___35-44, ___45-54, ___55-64, ___65 and over

3. How many years have you been teaching?
   __ 1 or less, __2-5, __6-8, __9-15, __16 and over
4. Grade level now teaching. ______
5. How many years have you taught this grade:
   __1 or less, __2-5, __6-8, __9-15, __16 and over

6. What level of education have you completed? (Check highest degree earned)
   ___Normal School   Year receiving degree______
   ___B.A.   "   "   " ______
   ___M.A.   "   "   " ______

7. Have you credit hours beyond a B.A. ___Yes, ___No, How many?_________
8. Have you credit hours beyond a M.A. ___Yes, ___No, How many?_________

9. Do you hold teacher certification in R. I? ___Yes, ___No.

10. What was your field of study in college? Major____________________
    Minor____________________

11. To the best of your memory how many credit hours did you complete in the following subjects: (make rough estimates)

	As an Under Grad.	Toward Certification	As a Graduate
a. History, U.S.			
b. History, European............			
c. History, World			
d. History, Other			
e. Geography			
f. Economics			
g. Political Science			
h. Sociology			
i. Anthropology			
j. General Social Studies			

12. Did you attend the social studies workshop run by the Providence School Department? Yes____ No____

SCALED TEACHER QUESTIONNAIRE

SCALE ONE: Scope of class exploration.

#6 Learning experiences organized around life experiences rather than around subject matter are desirable, in social studies.

#10 If social studies curriculum plans are to be developed, they must go into detail on how course content should be integrated across subjects.

#16 It is more important that the child learns how to approach and solve problems than it is for him to master the subject matter or the Social Studies curriculum.

#17 In planning their work, social studies teachers should rely heavily on the knowledge and skills pupils have acquired outside the classroom.

#18 It is worthwhile to plan lesson units with other members of the social studies department.

#31 In social studies classes, lessons presented in the form of problems to be solved are the best means of motivating pupils.

SCALE TWO: Student participation and student role.

#2 Teachers increase their chances of directing the work into productive channels by having pupils participate in the planning.

#15 Nothing captures student interests in social studies as quickly as allowing them to wrestle with problems of their own choosing.

#23 Pupils frequently learn much more about social studies under their own initiative than they do under teacher direction.

#25 Pupils learn more about the use of the library through direct experience using their own devices than by a series of exercises designed to teach them the logical steps in library procedure.

#27 The goals of the social studies curriculum should be dictated by pupil interest and needs as well as the larger demands of society.

#32 In social studies classes, small group work is one of the best ways of making use of contrasting personalities, skills, and interests that pupils have.

SCALE THREE Type of planning and organization of learning activities.

#1 The teaching of specific skills is the most important function of the social studies program. (negative)

#7 The backbone of the social studies curriculum is subject matter; activities are useful mainly to facilitate the training of subject matter. (negative)

#8 In teaching it is quite essential to cover all the material in the course of study. (negative)

#13 Before pupils are encouraged to exercise in dependent thought in social studies classes, they should be thoroughly grounded in the facts and knowledge about the subject. (negative)

#21 Pupils learn efficiently the essential of a social studies topic when every member of the class moves simultaneously through carefully planned lesson sequences. (negative)

SCALE FOUR: Flexible role of teacher.

#12 Workshops and training sessions are important for staff development in the social studies program.

#19 Learning is enhanced when teachers praise generously the accomplishments of pupils.

#23 Pupils frequently learn much more about social studies under their own initiative than they do under teacher direction.

#25 Pupils learn more about the use of the library through direct experience using their own devices than by a series of exercises designed to teach them the logical steps in library procedure.

SCALE FIVE: Disavowal of fixed, traditional role of teacher.

#5 The effectiveness of a social studies teacher rests upon his ability to maintain proper "social distance" between the pupils and himself. (negative)

#11 Pupils respect teachers who expect them to work hard in school. (negative)

#24 Pupils must be made to understand that it is the teacher, not they, who has the responsibility for what is to be learned in class. (negative)

#30 Under ideal conditions, pupils would view each social studies teacher as a "specialist" in the subject taught.

SCALE SIX: Disavowal of preference for a regulated classroom environment.

#3 In most schools there is too great an emphasis on keeping order in the social studies classroom.

#4 Clearly defined behavioral limits promote emotional security for pupils. (negative)

#20 In the interest of good teaching, pupils who repeatedly disrupt the classroom must be disciplined. (negative)

#29 Pupils learn to stay alert when they are expected to respond. (negative)

SCALE SEVEN: Preference for a free classroom environment.

#3 In most schools there is too great an emphasis on keeping order in the social studies classroom.

#9 Pupils gain a sense of belonging when the teacher encourages friendships among pupils in the room.

#14 In social studies classes, pupils are motivated to do better work when they feel free to move around the room when the class is in session.

Scale Seven Continued

#22 Social studies students should be given more freedom in the classroom than they usually get.

#25 Pupils learn more about the use of the library through direct experience using their own devices than by a series of exercises designed to teach them the logical steps in library procedure.

#26 Group activity teaches pupils to think and plan together.

#28 School routines to which the entire school must conform often impose restrictions in the classroom procedure which tend to restrict important avenues for learning in social studies classes.

#32 In social studies classes, small group work is one of the best ways of making use of contrasting personalities, skills, and interests that pupils have.

SCALE EIGHT: All 32 items.

1. Which of these terms best describes your opinion of the success of iailure of the new social studies curriculum insofar as your classroom is concerned?

Very Successful ___Moderately Successful __Not very successful __ Largely a Failure__
No Difference ___.

2. Comparing the "new" social studies curriculum with the "traditional" curriculum, in what ways would you consider the "new" curriculum superior to the "traditional"?
Most Important ______________________________

Other ______________________________

3. Again comparing the two curricula, in what ways would you consider the "new" curriculum inferior to the "traditional"?

Most important ______________________________

Other ______________________________

4. In rank order, what would you consider the important changes which might be made in the "new" curriculum to make it more effective in your classroom?

Most Important (a)______________________________

(b) ______________________________

Other ______________________________

5. Do you think the "new" curriculum worked better with bright students than with less able students?

(a) Better with bright students______________________________
(b) Better with less able students______________________________
(c) No Difference______________________________

Would you briefly state why you think this is so?______________________________

6. Do you feel that discipline is more of a problem with the "new" curriculum than with the "traditional" curriculum?

(a) More problem with "new"____
(b) Less problem with "new"____
(c) No Difference____________

Why do you feel the way you do about discipline?____________________

7. Do you feel that you as a teacher have more freedom to teach as you like with the "new" curriculum than with the "traditional"? Yes__No__ No Difference___.

Why do you feel the way you do?____________________

8. As a teacher, how do you feel about the training which you personally have had to teach the "new" curriculum? Adequate______Inadequate______.

9. How about training in general for the "new" curriculum? Which of the following best describes your opinion of the amount of training given to teachers:

(a) Too much emphasis on training____________
(b) Training was just about right___________
(c) Not enough training________.

10. How would you describe the help which you have received from the social studies curriculum project staff in your total experience with the "new" curriculum? Very Helpful_____Moderately Helpful___Not Much Help____ A Total Loss_____.

(a) In what ways was this help especially valuable or especially deficient in your opinion?____________________

11. Would you describe briefly particular experiences in your classroom which would help us in evaluating the strong or weak points in this type of social studies curriculum:

12. Attended Workshop: ___Yes. ___No

13. Grade level taught.______________

ATER ________________
TE ________________

CLASSROOM OBSERVATION - SCHEDULE I

CLASSROOM ACTIVITY

ELEVENT	RELEVANT	1	2	3	4	5	N	MEANINGLESS
	INTERESTING	1	2	3	4	5	N	DULL
	USE OF CONCRETE MATERIALS	1	2	3	4	5	N	USE OF ABSTRACT MATERIALS
	WORK WITH SOCIALIZATION	1	2	3	4	5	N	NO WORK WITH SOCIALIZATION

CLASSROOM ATMOSPHERE

GENIAL	1	2	3	4	5	N	INTENSE
PERMISSIVE	1	2	3	4	5	N	RESTRICTIVE
PUPIL ORIENTED	1	2	3	4	5	N	GROUP ORIENTED
TASK ORIENTED	1	2	3	4	5	N	ACTIVITY ILL DEFINED
SERIOUS	1	2	3	4	5	N	LIGHT HEARTED

PUPIL BEHAVIOR

ALERT	1	2	3	4	5	N	APATHETIC
RESPONSIBLE	1	2	3	4	5	N	OBSTRUCTIVE
SECURE	1	2	3	4	5	N	FEARFUL
INDEPENDENT	1	2	3	4	5	N	DEPENDENT

TEACHER BEHAVIOR

STIMULATING	1	2	3	4	5	N	DULL
OPTIMISTIC	1	2	3	4	5	N	PESSIMISTIC
UNDERSTANDING	1	2	3	4	5	N	INTOLERANT
CONFIDENT	1	2	3	4	5	N	UNCERTAIN
RESPONSIBLE	1	2	3	4	5	N	EVADING
EMOTIONALLY STABLE	1	2	3	4	5	N	UNSTABLE
DOMINEERING	1	2	3	4	5	N	ACCEPTING
FRIENDLY	1	2	3	4	5	N	UNFRIENDLY
STRICT	1	2	3	4	5	N	LAX
[illegible]							

CLASSROOM OBSERVATION - SCHEDULE II cont'd.

Classroom Evaluation - - observations of past facts from accounts of observers

Circle one:
*d.k. = don't know

Classroom Atmosphere

Seating not conventional - - row by row.	yes	no	d.k.
Room used functionally to facilitate the S.S. Curriculum.	yes	no	d.k.
Room attractive.	yes	no	d.k.
Room decorated with student work.	yes	no	d.k.

Discipline and Control

Pupils move about room freely.	yes	no	d.k.
Discipline and quiet not emphasized above all else.	yes	no	d.k.
Controls in class set by both pupils and teacher.	yes	no	d.k.
Class is orderly despite noise and movement which are work connected.	yes	no	d.k.
Pupils work well and independently.	yes	no	d.k.
No pupil is allowed by other pupils to merely waste his time.	yes	no	d.k.
No pupil is allowed by the teacher to merely waste his time.	yes	no	d.k.
Teacher has the respect of pupils, uses control when needed.	yes	no	d.k.

Teacher attitude

Children feel free to turn to teacher.	yes	no	d.k.
Teacher is concerned about pupils and has respect for them.	yes	no	d.k.
Teacher keeps little social distance between himself and pupils.	yes	no	d.k.
Teacher is affectionate and/or friendly toward the pupils.	yes	no	d.k.
Teacher is patient and relaxed.	yes	no	d.k.
Teacher does not humiliate children.	yes	no	d.k.
Teacher works with all children rather than helping only a few.	yes	no	d.k.
Teacher handles sharing and disciplining gently and individually.	yes	no	d.k.
Teacher feels group is teachable.	yes	no	d.k.
Teacher does not use available information, reading scores etc., to determine how well pupils will do.	yes	no	d.k.
Teacher is imaginative in approach to material.	yes	no	d.k.

Pupils attitudes

Pupils respect and like teacher.	yes	no	d.k.
Pupils respect each other.	yes	no	d.k.
Class members are socialized in concern for each other.	yes	no	d.k.
Pupils do not humiliate each other.	yes	no	d.k.
Pupil - pupil relationship in class is relaxed.	yes	no	d.k.
Pupils participate equally across intellectual levels.	yes	no	d.k.
Pupils share material and experiences well.	yes	no	d.k.
Pupils have learned to judge their peers fairly, honestly, kindly.	yes	no	d.k.
Questions and comments are made by class members to each other.	yes	no	d.k.
Pupils are interested in the work and discussion.	yes	no	d.k.

Group Work

Pupils work in groups.	yes	no	d.k.
Groups seem not to have been picked by teacher.	yes	no	d.k.
Groups work well together rather than bickering and fooling.	yes	no	d.k.
Group chairmen do not appear to be dominating entire course for group.	yes	no	d.k.
Groups small enough to work well together.	yes	no	d.k.
Groups appropriate to size of job at hand.	yes	no	d.k.
Groups not comprised homogeneously according to talent.	yes	no	d.k.

Subject matter

Subject matter not exclusively teacher assigned.	yes	no	d.k.
Subject matter made interesting to pupils	yes	no	d.k.
Subject matter kept within attention span of pupils.	yes	no	d.k.
Teacher has set a class framework in which pupils can utilize subject matter.	yes	no	d.k.
Teacher uses subject matter and lesson plan to help pupils learn to think.	yes	no	d.k.

Content is tied into a meaningful whole.	yes	no	d.k.
Class discussion of subject matter exists.	yes	no	d.k.
Reports are given on material in such a way that other pupils can draw on some familiarity or connections.	yes	no	d.k.
Other than simply the teacher's interpretation of the material is acceptable in discussion.	yes	no	d.k.
The class does not consist of teacher questions - pupil answers.	yes	no	d.k.
Questions asked of pupils are open ended, not a quiz on specific material.	yes	no	d.k.
The entire assignment is not placed on the board with questions and references.	yes	no	d.k.
Maps, charts, and visual materials are used as well as written reports.	yes	no	d.k.
Material is related to meaningful and relevant problems of today.	yes	no	d.k.

Resource materials

The class does not all use the same text book.	yes	no	d.k.
Resource materials include maps and charts as well as books.	yes	no	d.k.
Library and outside resources are used as well as resources in the classroom.	yes	no	d.k.
Resource materials are not controlled by the teacher in such a way that he hands them out to pupils.	yes	no	d.k.
Teacher serves as a resource person to aid and direct rather than dictate use of materials.	yes	no	d.k.
Teacher answers pupil's questions or directs him to the answer.	yes	no	d.k.